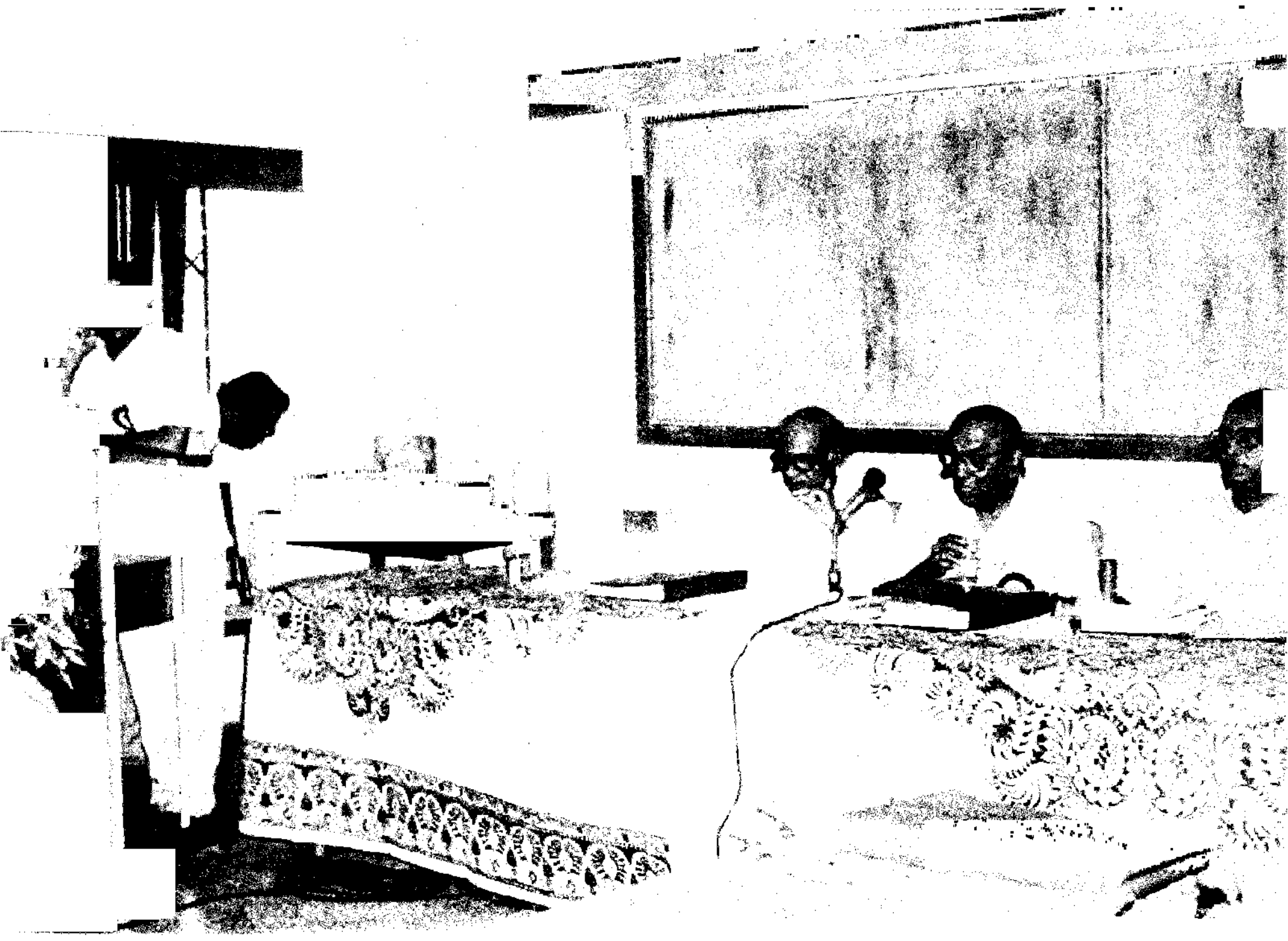
University News

MONDAY, AUGUST 22, 1988 Rs. 1.-



Dr. V. Natarajan, Director (Research), AIU, speaking at the fourth seminar on Implementation & Monitoring of National Education Policy organised recently by AIU at the Madurai Kamaraj University. Seated on his left are Dr. S. Krishnaswamy, VC, Madurai Kamaraj University, Prof. S.V. Chittibabu, Former VC, Annamalai University and President, AIU and Dr. A. Gnanam, VC, University of Madras.

CLASSIFIED ADVERTISEMENTS

HIMACHAL PRADESH KRISHI VISHVAVIDYALAYA

'RECRUITMENT BRANCH'
PALAMPUR-176 062 (HP)

Advt. No. 4 88

Applications are invited for the following posts on the prescribed form obtainable from the office of the Registrar personally or by making written request accompanied by self-addressed envelope of 23 × 10 cms. bearing stamp of Rs. 6 00. The detailed instructions regarding qualifications and other conditions will be supplied alongwith the application form. The cost of application form for posts from Sr. No. 1 to 9 is Rs 10/- (Rs. 5 - for SC ST candidates subject to production of proof therefor) and that for posts at Sr. No. 10 & 11 is Rs. 5 - (Rs. 2.50 for SC ST candidates subject to production of proof therefor), which should be sent through IPO(s) payable to Comptroller, HPKVV, Palampur at HPKVV campus PO. The application form duly completed should reach the Registrar, HPKVV, Palampur-176 062 (HP) by **12-9-1988**. Request for supply of application form without requisite fee shall not be entertained.

Candidates applying from abroad may send their applications on plain paper giving full particulars viz: date of birth, examinations passed from High School onwards with division and percentage of marks obtained in various examinations, teaching research extension education experience with a list of publications, if any, so as to reach the Registrar, HPKVV, Palampur, by **19-9-1988**.

Posts in the Scale of Rs. 1200-1900 (UGC) :

1. Associate Professor of Home Management-1.
2. Associate Professor of Clothing & Textile-1.

Posts in the Scale of Rs. 700-1600 (UGC)

3. Assistant Scientist of Agrostrology-1.
4. Assistant Scientist of Agricultural Statistics-1.
5. Assistant Extension Specialists (Agronomy)-3
6. Assistant Scientist of Animal Production (Poultry)-1
7. Assistant Professor of Veterinary Medicine-1
8. Assistant Professor of Veterinary Microbiology-1

Post in the Scale of Rs. 940-1850 (State scale)

9. Programmer-1

Post in the Scale of Rs. 700-1200 (State scale)

10 Computer Operator-1

Posts in the Scale of Rs. 510-940 (State scale)

11. Data Entry Operators-2 (1 for SC & 1 for General Cat.).

Applications which are incomplete or are received after due date shall not be entertained.

REGISTRAR

MADURAI KAMARAJ UNIVERSITY

MADURAI-625 021

Notification No. R 28 88.
Dated : 2-8-1988

Applications in Eight Copies on plain paper are invited for the following posts with full particulars in the PROFORMA given below and copies of testimonials and such other additional information as the applicants may wish to give.

1. Director, Academic Staff College
2. Director, Institute of Correspondence Course and Continuing Education.

Essential Qualifications

Director (Academic Staff College)

Applicants should possess a Doctorate Degree in Education Educational Psychology with ten years of UG PG teaching and research experience in the age group of 45 to 50 (subject to relaxation in the case of deserving candidates).

Director (Institute of Correspondence Course and Continuing Education)

Applicants should possess a Doctorate Degree in any discipline with ten years of UG PG teaching and research experience with wide knowledge in the administration of non-formal educational institutions

Scale of Pay : (for the two posts)

Rs. 1500-60-1800-100-2000-125 2-2500 with usual allowances.

(The implementation of the U G C. scales of pay is under consideration)

Age limit : 55 years.

1. Name of the applicant.
2. Address (To which communication may be sent.)
3. Age Date of birth.
4. Community (FC BC SC ST).
5. Present position.
6. Academic Qualifications (with dates on which degrees were taken).
7. Experience
   (a) Teaching : 1. Degree level
   2. P.G. level
   (b) Research (with publications, if any)
   (c) Administration
8. Distinctions honours
9. Membership of professional, academic or scientific bodies.
10. References (with names & addresses).
11. Testimonials.
12. Any other information.
13. Signature of the Applicant.

Selected persons will be appointed on contract basis for a period of three years.

Candidates desiring to apply for one or more posts should send separate applications for each (in 8 copies).

The applications may be sent in a sealed cover addressed to Dr. T. Sivasankaran, Registrar, Madurai Kamaraj University, Madurai-21 on or before **9th September, 1988** by Registered post. The name of the post for which the candidate is applying may be superscribed on the cover.

Dr. T. Sivasankaran
REGISTRAR

UNIVERSITY NEWS

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IN THIS ISSUE

Editor :
SUTINDER SINGH

NEW EDUCATION POLICY

Strategic Initiatives in Higher Education

D.A. Ghanchi*

Higher education holds the key to the destiny of a nation, for it deals with the most sensitive material, viz, knowledge, which is the single, most vital input in the process of development. Through higher education, a community accumulates knowledge from different sources, refines it through a higher process of research and renewal, disseminates it through its formal and nonformal outlet and builds up a durable reservoir of knowledge to sustain itself as a living human society.

Over more than two centuries, India has developed one of the most expansive systems of higher education in the world. Around 170 universities, both statutory and deemed, and 6000 colleges of different faculties dot the country, and provide higher education to about four million students. This huge enterprise has benefited the country in a number of ways, despite its shortcomings. It has produced young men and women who have excelled in their fields of specialization, not only in India but also abroad. Be it the traditional field of public administration or the modern field of business management or the classical branches of physical, natural or mathematical sciences, the products of the Indian higher education system have not lagged behind their counterparts in other parts of the world.

However, there is much to do looking to the scope of and potential for the development of the immense human and material resources of the country on one hand, and the astronomical growth the twin fields of modern science and technology have been registering all over the world on the other. Rightly, therefore, has the New Education Policy (NEP) laid stress on consolidating higher education, correcting the imbalances that have crept into the system, infusing the new spirit of efficiency and excellence in all its departments and introducing innovations in its contents, procedures and approaches. The Programme of Action (POA), as a consequence, has charted a blueprint of a concerted, comprehensive agenda of actions designed to transform the Indian higher education scene into a veritable nursery of leadership in various domains of national life—academics, arts, business, industry, science, technology, politics, social service, and so on.

The POA, by implication, iterates that the system of higher education inherited by the country from the British, and marginally modified since independence as a result of the recommendations by various deliberative bodies, particularly the University Education Commission (1948-49) and the Education Commission (1964-66), needs to undergo major changes conceptually, philosophically, pedagogically and managerially to realize the spirit of the NEP.

This indeed, is a stupendous task because of four main reasons. First, the sheer size of the system is frightening. It involves a

* *Pro-Vice-Chancellor, North Gujarat University, Patan.*

tremendous amount of investment, be it of resources, funds, materials. personnel time, energy and even patience and perseverance even if a small change is to be carried out.

Secondly, the problems generated by the size are further compounded by a bewildering diversity in the system which not unoften assumes features of chaos ! Take, for example, the plethora of statutes, ordinances, regulations and rules governing the functioning of universities, their authorities, departments, affiliated colleges and recognised institutions.

Diversities of courses, examination systems, conditions of service for various categories of employees, work load of teachers and hundreds of other things pertaining to the admission of students, instruction, grant-in-aid by the governments, assistance by agencies like the UGC, role of the private management bodies, etc. are too numerous and complicated and too confusing not to overpower any meticulous planner or administrator engaged in running the apparatus.

Thirdly, paucity of funds. coupled with multiplicity of demands for needs ranging from bare survival of institutions, many of which have mushroomed to satisfy nonacademic considerations, to quality-oriented developmental programmes and projects seriously handicaps any sincere, well-planned endeavour to bring about a substantial change in the system and its working.

Fourthly, there are numerous human factors that are culture-specific in Indian context. For various reasons we tend to prefer the status quo however unpleasant or inconvenient it be. We tend to avoid taking risks lest it should upset the established practices. And even though we have adopted the mode of western democracy based on the principles of equality, freedom, and justice, we tend to extol the virtues of conformity, feudalistic subservience and hierarchical hegemony. This is why many a time we lack the necessary political will, intellectual honesty and moral courage to dissent, to innovate, or to implement a decision. This is why we often falter and deviate from the desirable path. It seems we shall need more time and a stronger character in order that our private morality may match with our public professions and performance in respect of all walks of life, particularly education.

NEP Initiatives

The country, however, cannot afford to wait and postpone the inevitable actions to initiate changes in higher education. Fortunately, certain initiatives have been taken to set the tone. The most notable are as follows.

(*i*) *The Indira Gandhi National Open University*

This initiative promises to make a significant breakthrough in our perceptions of higher education, its philosophy, structure, curriculum, strategies of instruction and evaluation, and methods of management. The experiment is in its infancy, and we shall need patience, sympathy and understanding to watch its performance in the years to come.

(*ii*) *National and State Councils of higher education*

This is an initiative in the area of the structure of the system of higher education, performance evaluation and management. The concept will bring about a fundamental change in the conventional notions and practices of administrative control, academic supervision and institutional accountability.

(*iii*) *Autonomy for colleges and university departments*

After much hesitation and dithering, it seems, the idea of autonomy, almost in a limited sense, will begin to percolate in the hearts and minds of all concerned with higher education in India. Even in the thick climate of skepticism, given a fair trial, this innovation in educational management holds out a promise for a positive change in other domains, tool.

(*iv*) *Restructuring of courses*

Already initiatives have been taken in the form of centres for curriculum development and institutions for leadership in the field of academic change. A few universities, notably the University of Poona, have undertaken pilot projects to redesign courses of study. This is a significant step to rejuvenate higher education in the country.

(*v*) *Academic Staff College*

Around fifty ASCs have already been established in selected universities, and most of them have begun organising four-week refresher courses for probationary teachers in affiliated colleges. Some have, on their anvils, enrichment courses in different subject areas. Pursued single-mindedly, this initiative will go a long way in implementing redesigned courses in our universities.

These new initiatives taken in the wake of the NEP and the POA, though few, are significant, inasmuch as they are harbingers of consistent, on-going and gradually expanding strategy of consolidating, renovating and enriching the system of higher education inherited from yester years, and modernising, reinforcing and diversifying it for our future needs.

The initiatives taken so far, however, give an impression of picking and choosing stray elements, developing an impromptu implementation strategy for them, and scatter them far and wide. They do not appear to form the part of a well conceived, coherent and comprehensive mosaic that should fit in an anticipatory design for the next decade or two. Perhaps, these beginnings might have been intended to serve as morale-boosters or climate-builders that might generate a psycho-emotional ethos in the field of higher education, in particular, and in the country as a whole, in general to whet the appetite for change and renewal in higher education. Whatever it be the process of the implementation should be closely watched, continually monitored and rigorously evaluated from various angles in order to follow it up with a better-designed scheme of new initiatives in specific areas.

As stated earlier, the field of higher education in India suffers from a number of inadequacies and shortcomings to which reference has been made in the document of the NEP. Fortunately, we are aware of our weaknesses on one hand, and are cognisant of our limitations and constraints to remedy them on the other. The Governments at the centre and in the states have demonstrated their genuine desire to help improve the state of affairs in the field of education, including higher education, by almost doubling the financial outlay on education in the very first year of the implementation of the POA. This augurs very well for the various plans and schemes for the development of education, particulary higher education, whose case for a higher allocation of funds is likely to get a less responsive hearing in view of the shrill cries of the much longer starved field of elementary education whose needs are decidedly not less genuine or urgent.

Those in the field of planning for change and development at different levels in higher education should therefore, adopt a holistic approach to the entire enterprise. The plan of initiatives should be spread over atleast a decade, and the programme of action involving the specific initiatives should be broken up into smaller units of time. The whole process must be participatory, suitably involving all concerned with the system at a particular level. The involvement must be genuine and effective, and based on a sense of mutuality and collegiality among all. This exercise will have to be done at the following four levels :

(1) The college, institute level

(2) The university level

(3) The state level involving the state council of higher education, the directorate of education and all other coordinating agencies in the field of higher education in the state

(4) The national level involving the national council of higher education, the UGC and all other agencies working in the field of higher education.

A suitable and effective provision shall have to be made to ensure coordination, intra and inter-communication, monitoring, evaluation and feedback to realize maximum fruition with minimum wastage.

New Initiatives

In order to ensure order, uniformity and coherence, the new initiatives may be grouped in compact areas pertaining to the field of higher education. These areas are as follows :

(1) *The structure of the system of higher education & its sub-systems*

Under this umbrella would be included several agencies, activities and practices that are required to be structured. Various working groups, committees, time-tables, workplans, staff patterns, etc. have set structures. Initiatives affecting structures whether at micro or at macro levels can be thought of. We have mostly left the various structures untouched considering them to be too sacred to change. Why should we not try a structure like a flexible community college model ?

(2) *The curriculum*

The erstwhile academic programme in colleges and universities has hinged on set syllabuses, prescribed

textbooks and stereotyped question-papers, and the concept of a global curriculum has been a stranger. Various models of curriculum can form a part of initiatives aimed at curriculum reform. The idea of redesigned courses is an important initiative that can be experimented on step by step, at least in soft Faculties like arts and commerce to begin with. An interdisciplinary curriculum with flexible boundaries of subject areas is also a challenging domain for an initiative.

(3) *The instructional programme*

This is a vast area involving methods, materials, media, evaluative procedures, remedial and compensatory teaching, study habits, learning problems, etc. It is a very fertile field waiting for experimentation, innovation and action research.

(4) *Student personality development*

Students as clients, beneficiaries and participants in the enterprise of learning have a variety of growth needs, problems of adjustment and goals of development, individually and collectively. Activities and programmes aimed at promoting students' intellectual, scholastic, emotional, social and moral growth, and their maturing into useful citizens can form a part of several initiatives. It is almost an untapped field of meaningful work on the part of teachers, principals, research workers and administrators.

(5) *The Teacher*

The four Rs pertaining to the teacher—Recruitment, Retention, Reward and Renewal constitute a challenging continuum for purposeful work. The Academic Staff Colleges is a new initiative in its very early stage of implementation. Several initiatives can be designed in the areas of teacher competence, preparation, performance evaluation, professional equipment etc, under various programmes of personnel development in higher education.

(6) *Educational Management*

Initiatives in the fields of planning, financing, administration, organisational climate, private and public models of management, managerial practices, role of the government and politics and strategies of management are some of the challenging areas for experimentation and eventual improvement with a view to improving the entire system of higher education. The proposed model of an autonomous college is just one example of what meaningful contribution can be made in this area of thinking and action.

(7) *Societal role in higher education*

What is the role of society in organising the system of higher education? There are a number of problems and issues in this unexplored area. Relevance of education to societal needs has been focussed in the NEP. This demands investigation and follow-up through pointed initiatives

In this way, hierarchies of initiatives can be evolved for each of the seven areas of higher education, dovetailed into a comprehensive plan of action, and implemented systematically with a view to improing higher education in respective areas. We need a global plan providing for a variegated gamut of initiatives in various areas. The beginning that has been made with a few initiatives may provide us valuable data to help us design a much wider canvas of initiatives. Only if a vertically coordinated plan from the grassroots level of a college or an institute to the national level with the apex body of the National Council of Higher Education is developed in all detail, can we hope to have an all pervasive, participatory programme of improvement in higher education in the country.

Conclusion

Higher education in India as inherited from the British and modified by us since 1947 is not an adequate tool to meet the myriad leadership needs of a resurgent India, a dynamic democracy based on the principles of equality, equity, secularism and socialism and a vibrant economy supported by modern science and technology. Higher education will have to be attuned to the needs of the India of tomorrow, the India of the world of the fast track of the twenty-first century.

The series of new initiatives that the country will have to undertake to transform the tradition-oriented narrowly-conceived field of higher education into a living nation-building adventure turning out captains of business, industry, arts, literature, culture, science, technology and civic life will have to be designed with sufficient imagination, courage and conviction—the qualities that distinguish a creative path-finder from a conformist pedestrian. □

Autonomous Colleges in Quest of Quality Education

K.K. Bajaj*

Of late, we are getting increasingly conscious of our present and future. This is so perhaps for the reason that our survival is linked to the quality of our education both at the micro and the macro levels. Cultivation of competitive competence is the quintessence of all our educational planning and effort. When we talk about the twenty first century, we in fact think about the unprecedented opportunities in the history of mankind that it is expected to offer to those who would be prepared to grab these. Thus the present challenge lies in preparing ourselves, particularly the youth, for these possibilities of progress. Challenge of the future is indeed a challenge. In the present day context, education is the most important instrument of social change. This is looked upon as a vital input for bringing about social transformation. Education, as such, has to be conceived as people's policy to strengthen our socialistic pattern of society, with a definite quest for quality.

There has always been a near unanimity about the view that the greatest crisis in our national life is the crisis in our education. Late Prime Minister Mrs. Indira Gandhi acknowledged the need to overhaul the system of education way back in January 1973, and our present Prime Minister Mr. Rajiv Gandhi, in his very first broadcast to the nation on 5th January, 1985, gave a call for the New Education Policy. Thereafter the whole spectrum of education was subjected to a national debate; its imbalances and disparities were sought to be ironed out and a definite Plan of Action offered by the Government for implementation. While the New Education Policy highlighted the growing concern over erosion of essential values, it suggested readjustments and experiments in its quest for quality and greater capability in the modern context.

In the present system, the survival of the colleges with the universities alone, has its complexities and dilemmas. Affiliating procedures of the universities help curb establishment and multiplication of spurious and fake institutions coming up in the name of higher education. Besides this, the universities stand established and acknowledged as examining bodies. They also act as unifying agents in administering uniform syllabi, and provide academic leadership. The universities embody collective thinking and innovation in achievement of educational goals through the colleges. However, at times, the universities as apex academic bodies get dominated by the new fangled Deans and administrators and as a result of this the system gets dehumanised and divorced from the requirements of the colleges which have their own ethos and work culture and constraints. There can be no denying the fact that the problems of universities and the colleges are different and require to be solved differently. The flow of information and decisions from the universities to the colleges, at times is slow and inadequate and this hampers the urge of the colleges to improve. It is apparently for these reasons that the revised guidelines on the scheme of autonomous colleges issued by the University Grants Commission, 1986, emphasise the need for autonomy in the following words :

> The affiliating system does not allow the required freedom to the colleges to meet the demands cast upon them. The existence of a large number of affiliated colleges in a university has become a drag on the process of modernisation and improvement of standards. The decision for bringing about innovations can be taken speedily in a smaller body and can also be implemented more effectively if it is acted upon by those who take the decision.

In view of this, the concept of autonomous colleges aims at giving opportunities to the teachers and students to make innovations, utilise their creative talent, improve the standards of teaching, examination and research and quickly respond to social needs. It is a vital step in the restructuring of relations between a college and a university. An autonomous college will take up the responsibility of academic programmes, the content and quality of teaching and for the admission and assessment of students.

Thus we can see that the preamble of the scheme has set up its object very clearly at quality education

* *Dean of Colleges-cum-Director, College Development Council, Himachal Pradesh University, Shimla- 171005.*

and all its programmes and pursuits would be directed towards this goal alone. While conferring autonomous status on any institution, such criteria as its academic reputation, performance, faculty, library, accommodation, financial and administrative management would be taken into account. The whole mechanism for implementation of autonomy in the college would undergo a series of measures to ensure its smooth functioning and viability. It will be ensured that it is a corporate effort on the part of the teachers, the University, the Government, or the Management, the University Grants Commission and of course the students of the institution concerned. It would only be through this set-up that the element of accountability would also emerge from the experiment.

As a prerequisite towards the implementation of this scheme, the present affiliating procedure has to be discontinued and abandoned and the colleges so identified, have to be allowed to develop and devise academic programmes according to their creative faculties and available resources. In the process, while the universities would continue to offer guidance and cooperation, they would indeed be relieved of the non-academic function of administering the system of affiliated colleges. The universities would then be left to develop higher teaching and research models to enhance the horizons of human comprehension. They would concentrate on quality of higher education at their level alone whereas the autonomous colleges would cater to quality education at grassroot level of higher education and would provide for a more reliable and viable base for entry to the university. The universities would strive to be centres of intellectual leadership, academic excellence and ultimate learning. The colleges would embark upon a more articulate support system in this context. The autonomous colleges may aim at achieving quality education through such independent actions as :

(i) Curriculum reform with students and teachers interacting in the context of the prevailing cultural, social, economic and other problems with a view to evolving tools and strategies more suited to these and within the framework of our common heritage and relevance to community.

(ii) Giving leadership in each subject and making the academic packages more flexible, meaningful and workable.

(iii) By creating interdisciplinary linkages to attempt solutions of the socially relevant problems through integrated approach.

(iv) By promoting local initiative and talent to ensure quality education for socio economic improvement of the area, particularly the rural set-up.

(v) By micro planning in such a way as to involve all the members of the institution to improve the quality of education through a better delivery system.

(vi) By creating area and subject specific pockets of research in such a way as to set up models of excellence and interest for locally keen students.

(vii) To create total awareness in and around the area in this educational initiative and autonomy so as to promote emotional integration and national unity. This would correlate the college to community and its needs.

(viii) By restructuring evaluation strategies in the context of local conditions including local ecology.

(ix) By determining priorities of thrust areas and by proper deployment of funds for the same.

(x) By devising instrumental procedures and by aiming a better communication skills and through better teacher orientation for the same.

(xi) By encouraging interest in co-curricular activities and sports and by generating healthy competition among pupils and by inculcating a sense of pride in our rich cultural heritage.

These are some of the measures that can go a long way in fulfilling the quest for quality education and making the proposition of autonomous colleges a success.

While the scheme has some of these complimentary points for its success, it has some apprehensions to evoke as well. Let us briefly go into these, so that we could evaluate these also. It has been argued that there is nothing wrong with the present system of affiliating universities. If our system has not yielded the desired results, the fault lies with those who are concerned with it and who have contributed directly or indirectly towards the crisis in education that we are facing today. We have to set our own house in order and partly set ourselves right. For this, lack of political will has usually been given as the one important reason. Through proper motivation and management we could still achieve better results even under the prevailing system. Under the scheme of autonomous colleges, the autonomy works at three levels, i.e., the Governing Body/Management, Acade-

mic Council and the Board of Studies. In the context of Governing Body it has been argued that the assortment of people with diverse backgrounds, attitudes and training, would play havoc with the entire system of governing the college. It is suggested that democratic management of educational institutions is not solely the right kind of management and that instead, the management of colleges should be the prerogative of only the mentally alert and dynamic academics. All kinds of political and social leaders cannot be trusted to run these colleges efficiently and objectively. The thrust areas of educational advancement and research, even if identified by the faculty, would pass their comprehension. In their hands even the concept of capitation fee would get legitimised as there would be no other way to financial autonomy. This would be self-defeating in itself and would make the scheme counter productive and liability prone. The Board of Studies and the Academic Council too would be subservient to such a management and all their actions would be guided and governed by such a management.

But all these arguments notwithstanding, we have a bold framework worthy of our attention and initiative, to experiment for our quest for quality education and local planning. In fact the concept of autonomous colleges is a new landmark in our progressive thinking in educational planning to promote a new independent work culture in our colleges and to free them from their dependence on universities which otherwise should only be the centres of advanced higher learning and academic excellence. After all this academic and functional autonomy is not absolute and for ever, to begin with. The periodical reviews of these colleges and their evaluation with regard to their contribution and performance, viability and control, would alone ensure them to continue with autonomy. Thus, there is clearly the concept of accountability attached to them. And it is expected that the autonomy coupled with accountability will really fulfil the nation's quest for the quality education which autonomous colleges can provide. So the experiment is worth trying in the larger interest of educational growth. □

Madurai Kamaraj University

MADURAI-625 021

Notification No. R/29/88

Applications in the prescribed form are invited for the following posts in the Department of Management Studies of this University.

1.	Professors	: 3 (Three)
2.	Readers	: 2 (Two)
3.	Lecturers	: 2 (Two)
4.	Placement-cum-Programme Officer	: 1 (One)

SCALES OF PAY

Professor	: Rs. 1500-60-1800-100-2000-125/2-2500
Reader	: Rs. 1200-50-1300-60-1900
Lecturer	: Rs. 700-40-1100-50-1600
Placement-cum-Programme Officer	: Rs. 1200-50-1300-60-1900

(The implementation of the U.G.C. scales of pay is under consideration).

Essential Qualifications required for Posts 1 to 3

1. Educational Background :
   (a) MBA Degree and Doctorate in Management or in any other discipline.
   (b) Any Post Graduate degree with Doctorate in Management.
2. Work Experience :
   (a) PG Teaching experience for atleast 10 years for **Professors.**
   (b) PG Teaching experience or Executive/Officer level experience for atleast 5 years for **Readers**
   (c) Teaching experience preferably at PG level or Executive/Officer level for 2 years.

Desirable Qualifications

(a) Experience in Management Training and/or Management Consultancy.
(b) Involvement in professional organisations and activities.

Essential Qualifications required for Placement-cum-Programme Officer

Candidates with MBA degree should have atleast 8 years of teaching experience/Officer level.

Candidates for all posts should possess 'B' Grade in the 7 point scale, or 55% of marks in their P.G. Degree examinations.

Appointment of persons on deputation will also be considered, if the candidates are found suitable and the employer is agreeable to spare the services.

The prescribed form of application and full details regarding essential general and special qualifications and experience required can be got from the undersigned on requisition accompanied by :

(a) a self-addressed envelope with postage stamps to the value of Rs. 4.00 affixed thereon; and
(b) a State Bank of India challan for Rs. 20/- (Account No. 1 of the Madurai Kamaraj University) or Demand Draft for Rs. 20/- payable at Madurai drawn in favour of the REGISTRAR, MADURAI KAMARAJ UNIVERSITY, MADURAI-625 021.
(c) Money orders and postal orders will not be accepted.

The notification number should be quoted in the requisition i.e. R/29/88.

The last date for receipt of applications is **9.9.1988.** Applications received after the due date will not be considered.

Dr. T. Sivasankaran
REGISTRAR

A NEW OUTLOOK

Delineating technology oriented changes in the future, Dr. S.Z. Qasim, Secretary to the Government of India, Department of Ocean Development, presented a scenario of future India, particularly for the year 2000 A.D. and beyond to show that we will be faced with a new society with new values and concepts depending on the modern marvels of science like computerisation, robotics, etc. This will require new values of life, a new outlook. Dr. Qasim was delivering the Convocation Address at the first Convocation of Bhavnagar University. He called upon the universities "to suitably prepare their students right now through teaching and training in the classes and outside so that they can adjust themselves well to the environment of tomorrow". Excerpts

I

Immediately after independence the most important task before the country was its socio-economic development based on modern science and technology. Thanks to the leadership and the vision of Pandit Jawaharlal Nehru, it was soon recognised that the concept of modernity is essential for India for its progress, and a scientific temper was necessary to achieve it. The progress of education has been accelerated because of several factors.

Convocation

The demand for more and more education became necessary because of social forces arising from new convictions about science, about nationalism, about economic development and about human dignity. The cumulative effect of these led to an upsurge of public interest and support for the various forms of higher education. Side by side, education also gave the irresistible urge among the younger generation to obtain higher degrees as a means of fulfilment of their dreams to play a meaningful role in the development of the country. This effect was particularly noticed amongst the economically and socially backward classes. All these factors led to a fast expansion of education. Thus the doors of educational institutions were thrown open to all. The result has been that we have now in the country third largest scientific and technical manpower, the level of which is comparable with the rich and the developed countries of the world.

II

India is a country of the dimensions of a continent in terms of its size, population, skills, diversity and natural resources. The approaches to development, which may be applicable to smaller countries are of little relevance of India. For an economy of continental dimension, the bulk of the market for its industrial goods has to be found within the country. The increasing number of workers engaged in the industrial and services sectors and their families have to be fed from the food produced within the country. Naturally, therefore, the growth of agricultura output, specially that of foodgrains, has to be increased at a substantially higher rate, close to 5 per cent per annum. Such an increase in agricultural output will create the right type of environment for the rapid expansion of the country. To make it possible, merely a higher rate of capital formation in fixed assets will not be sufficient. What is required is organisational and institutional change, an accelerated change in the technology of agriculture and industry. A change which may provide a quantum jump. We have already prepared a good foundation for taking a big leap forward. Thus, on the agricultural front, there is a buffer stock of 25 million tonnes. The annual production of foodgrains has reached 155 million tonnes and it is going to increase further. In industry, we are now among the first eight countries in the world. Our railway is one of the largest in the world. In shipping, we are the second largest ship owning country in the Indo-Pacific region. Practically, every consumer item is now being produced in the country. This has all been possible because the planners could foresee that without liberalisation of education and an increase in the emphasis on scientific and technical education, the development of the country could not attain the desired pace. However, we have to go much faster to improve the quality of life of our people.

III

In the last five decades before Independence, there was a renaissance in Indian science which produced scientists of the calibre of Sir J.C. Bose, Sir C.V. Raman, S.N. Bose, Srinivasa Ramanujam and several others who contributed very significantly to the growth of Indian science. These pioneers worked in areas of basic science. Their work

was essentially educational institutions. At that time, educational institutions provided unique opportunities for accomplishing work of a highly innovative nature at a low cost. This was due to an academic environment in which fewer but bright young persons participated. The situation, however, changed after Independence. It was realised that the progress of the society was not possible without education and more particularly without science and technology. These were, therefore, allowed to develop as a major instrument for bringing about social and ecorlomic changes. Then came Dr. Homi Bhabha, Dr. Vikram Sarabhai and others, whose efforts resulted in major development in industrial research, nuclear energy, space research and advanced studies in fundamental areas of science. A large base of science has now been built over the past four decades The research institutes, national laboratories and the universities have played a great role in providing such a base. But in the future, we have to concentrate on applied and industrial areas of research, so that the scientists and technologists could meet the challenges of modern India. The universities should now give a thrust in this direction while formulating their curriculum and deciding the method of teachng.

I would also like to indicate that a time has come when the universities should concentrate on the new and emerging ateas of science. It is said that if fiftees were the age of *atoms, sixties that of electrons,* seventies that of biotechnology, eighties and beyond will belong to space technology and ocean sciences. Therefore, the universities should lay proper stress on these subjects and ensure that the technical manpower in sufficient numbers is provided in these specialised areas.

IV

Our achievements in the field of education are indeed impressive. However, there are two disquietening aspects of education, which require immediate attention. Notwithstanding the efforts made by the Government in making massive investment in the spread of education, notwithstanding the directive principles of the State Policy requiring free and compulsory primary education, the fact remains that effective enrolment in the primary sector is only a fraction of what formal figures of enrolment would indicate. The stagnation and drop-out rates are very high at this level. The reason in most of the cases is economic. Furthermore, the quality of education at the primary level leaves much to be desired. Many schools do not even have the blackboards to write on, not to speak of the comforts of public schools like electricity, accommodation and all other accessories. The result is that most children coming from poor and uneducated families are denied the opportunity of vertical mobility in education. A considerable portion of our promising talents do not go up the ladder. It is a tragic situation. We are reminded of the poetic words "Many a flower are born to blush unseen". The university education becomes a part of elitism. The promotion of this elite class in the realm of education has imposed a heavy burden on the education system and what is still worse is that in many cases, it has thrown up an educated class with specialisation in areas, to which they are quite often not mentally suited. My contention is that cutting off a huge chunk of promising telents for reasons purely social and economic, at the primary and secondary levels of education makes available to the university not always the real products of the soil for further education and upbringing. It is high time that we paid due attention to this aspect to en-

sure that children coming from poor families particularly the first generation learners, are not denied the opportunity of vertical mobility and of entering the portals of the universities.

V

The application of science has enabled man to harvest the resources available in nature, which have been lying untapped so far so as to improve the living conditions, and eradicate poverty and disease. In short, science and technology has transformed the quality of life that exists today. In the near future with the improvement in robotics, telecommunications, space and ocean technology, life pattern will further be modified. A stage is soon coming when, as Carter Henderson observes "upto 75% of all current factory jobs in industrialised countries could be done by robots before the end of century. The time is not far when there will be robots cleaning the streets, milking the cows and planting the crops". Advanced technology will have an impact on education and educational institutions in future. The changing pattern of life style will lay more and more emphasis on specialisation and skills. What will all these changes mean? The ever increasing scientific growth will pose many problems of employment in the future, which will be difficult to solve by conventional approach. However, the new technologies in ocean science and space and nuclear energy, will be able to absorb more and more educated and trained people in gainful employment. Because of the high degree of automation the working hours will be reduced giving opportunity to the people for original thinking and innovative ideas. Today, we do not have enough time to think because of the pressure of work. Time is perhaps today the greatest constraint, much more than the finance. The technology-oriented changes in the future, it is hoped, would give us more time for an in-depth thinking and as D.H. Lawrence observed, "the day dreamers with their innovative ideas will make positive contributions to human development". I have just given you in brief, a scenario of future India, particularly for the year 2000 A.D. and beyond, to show that we have to face a new society with new values and concepts depending on the modern marvels of science like computerisation, robotics etc. This will require new values of life, a new outlook. Therefore, it is the task of the universities to suitably prepare their students right now through teaching and training in the classes and outside so that they can adjust themselves well to the environment of tomorrow.

VI

Gandhiji said; "the aim of the university education should be to turn out true servants of the people, who will live and die for the country". The traditional universities have used education to teach and to carry out research. A time has come when modern universities should see that they also introduce such curricula which give the added emphasis on service to the society. A university should produce a young band of men and women with qualities of leadership and dedication to inspire others and serve the masses. In today's india we hear the cries all around for national integration. For this, an integration of mind and an outlook towards liberalism and tolerance have become very essential. All these qualities have to be ingrained in the students. The universities should therefore, ensure that proper character building and attitude development takes place during the period of studentship. In the university education, there should be due stress on moral, and intellectual values of life. □

Frauds in Scientific Research to be Investigated

The Society for Scientific Values has devised a procedure for investigating occasional allegations of fraudulent practices in scientific research in India. The investigations will be conducted confidentially by experts in the concerned field.

The Society will look into allegations relating to papers, reports, books etc., published within the last 10 years by scientists provided (1) the scientist routes the allegations through a member of the Society, (2) the scientist is of the level of a Reader/Senior Scientific Officer or above, (3) the scientist holds a permanent position in his/her organisation, (4) the scientist gives an undertaking to make a public apology to the person against whom he/she has made the allegations, if the allegations are found to be unjustified by the Society. This is intended to discourage spurious allegations as far as possible.

The Society expects that the individual found guilty of fraudulent practices will be punished according to the rules and procedures of the organisation to which he belongs.

The fields of science in which inquiries will be conducted by the Society are Mathematical Sciences, Physics, Chemical Scienees, Engineering & Technology, Earth Sciences, Plant Sciences, Animal Sciences, Medical Sciences, including Anthropology & Psychology, Biochemistry & Biophysics, and Agriculture, Animal Husbandry, Fisheries & Forestry.

Further details can be had from the Secretary, Society for Scientific Values, DST Centre for Visceral Mechanisms, VP Chest Institute, University of Delhi, Delhi-110007.

CALENDAR OF EVENTS

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary/Officer to be contacted
September 26-28, 1988	International Conference on Welding Technology in Developing Countries	To provide an opportunity to scientists and technologists from developing and advanced countries to share their experiences in the area of Welding Technology.	University of Roorkee, Roorkee.	Prof. P.C. Gupta, Organising Secretary, International Conference on Welding Technology in Developing Countries, Department of Mech. & Ind. Engg., University of Roorkee, Roorkee-247667
October 27-29, 1988	National Seminar on Statistics in Medicine, Health and Nutrition.	To discuss Data-Base and Analysis in Health and Nutrition—Present and Future.	Department of Statistics, National Institute of Nutrition, Hyderabad.	Dr. K. Visweswara Rao, Organising Secretary, National Seminar on Statistics in Medicine, Health and Nutrition, Department of Statistics, National Institute of Nutrition, Indian Council of Medical Research, Jamia Osmania, Hyderabad-500 007
Oct. 31-Nov. 4 1988	Short Term Course on Remote Sensing and Geo-Data Base with Socio Economic Information	To expose the concept of Data Base Approach towards handling and analysing the Remotely Sensed and Land-based Information.	Centre of Studies in Resources Engineering, IIT, Bombay.	Dr. T.V. Pavate Chief Project Engineer, Training Extension and Project Cell, RSD-VI, CSRE, IIT, Bombay-400076
December 13-17, 1988	International Seminar on Education and Training in Water Resources in Developing countries.	To assess the requirements of manpower, education and training in Water Resources Sector upto the year 2025 in the developing countries.	Central Board of Irrigation and Power, New Delhi.	Mr. C.V.J. Varma, Organising Secretary, International Seminar on Education and Training, Central Board of Irrigation and Power, Malcha Marg, Chanakyapuri, New Delhi-110021
Dec. 15-17, 1988	National Conference on Fluid Mechanics and Fluid Power	To provide a forum for exchange of information on topics in fluid mechanics and design, research and development activities in areas like power generation, aerodynamics, fluidics, biomechanics, etc.	Harcourt Butler Technological Institute, Kanpur.	Dr. N.L. Kachhara, Organising Secretary, 16th National Conference on Fluid Mechanics and Fluid Power, Mechanical Engineering Department, Harcourt Butler Technological Institute, Kanpur-208002

Implementation & Monitoring of National Education Policy

The fourth and the final seminar of the series of National Seminars on 'Implementation and Monitoring of New Education Policy' being organised by the Association of Indian Universities (AIU) was held at Madurai Kamaraj University on July 25-27, 1988.

Dr. S. Krishnaswamy, Vice-Chancellor, Madurai Kamaraj University, while welcoming the gathering observed that the National Policy on Education meant business and was action oriented. He suggested that deliberations in small groups must focus on identifying ways and means of implementing the policy.

Dr. S.V. Chittibabu, former Vice-Chancellor, Madurai Kamaraj University, Annamalai University and President of the Association of Indian Universities, inaugurated the Seminar. He suggested the sweet thoughts of the policy be translated into vibrant action. He paid glowing tributes to Association of Indian Universities on its role of catalytic agent in motivating Universities towards action-oriented programmes. He made an appeal to teachers for attitudinal changes and requested them to identify ways and means of rescuing higher education from the clutches of vested interests. He further requested teachers to guard against mutilation of human spirit, manifest in joy of learning, thirst for knowledge, pleasure in creation and sense of self. He suggested that educationists should see to it that the educational institutions are not polluted by non-academic activities. Intellectuals should not become confused personalities with a conflict between tradition and modernity but must form a unified academic community in the interest and cause of education. He advocated interdisciplinary approach to solve educational problems. He was for autonomy for institutions which had programmes for experimentation and innovation. He underlined the need for state councils for higher education which must be given freedom to act. Prof. Chittibabu observed that examination had dominated the academic world for a long time and it was time some effective mode of evaluation was evolved. He made an appeal for value oriented education and observed that educational institutions had become places where erosion of values and cynicism prevailed; they were contaminated and infected by evil forces and had become a breeding place for aggression and indiscipline. He suggested that we get inspiration from our rich ancient heritage to fight against impulses such as disregard for scholarship and desired a nexus to be built between science and spirituality. Teachers need to be animated. He appreciated the efforts initiated by Association of Indian Universities in this direction. Implementation of National Policy on Education was a gigantic task which needed men of dedication and commitment. He advocated positive thinking and 'be on the move' by way of conclusion.

Dr. V. Natarajan, Director (Research), Association of Indian Universities introduced the keynote speakers.

Prof. B.M. Udgaonkar, Senior Professor of Theoretical Physics, Tata Institute of Fundamental Research, Bombay, spoke on 'Autonomous Colleges and Departments'. He said change was inevitable and if we were afraid of change, change would force us away. The purpose of autonomy was excellence. Ultimately, in about 25 years or so, all colleges should become autonomous, he added. Autonomy implied accountability. Standards were determined, according to him, by what was taught and how it was taught followed by learning outcomes. Every college asking for autonomy should have a goal oriented programme and should utilise resources available from other colleges. He worked out a case for emergence of a dedicated academic community.

Dr. A. Gnanam, Vice-Chancellor, University of Madras, spoke on 'Education in Human Values'. He quoted Vivekananda's observation on Education as a 'manmaking mission'. He drew attention to the current chaos in our educational institutions on account of moral degradation and ethical degeneration. He suggested 'human values' be taught as 'hidden curriculum'—all the basic human values to be incorporated in all the subjects taught to students. He made an appeal for value oriented education but advocated moral and ethical education to be given in the form of incidental and informal learning through co-curricular and extra-curricular activities. He underlined the key role to be played by the teachers in this connection.

Dr. Rajammal P. Devadoss, Vice-Chancellor of the Institute of Home Science and Higher Education for Women spoke on 'Evaluation Process and Examination Reforms'. She advocated drastic changes in our examination system. Evaluation, she said, was an integral part of education—to provide feedback

to the teacher and the learner. A sound system of evaluation implied a sound system of teaching which, in turn, implied a sound curriculum. She made an appeal for objective based teaching and objective based evaluation.

Dr. S. Krishnaswamy, Vice-Chancellor, Madurai Kamaraj University, shared his views on Accreditation and Evaluation of Institutions. He was not for the affiliating system. He advocated voluntary and self appraisal of institutions. The objective of such an appraisal was to improve the system, and to make it more effective. He said society perceived universities and institutions of higher learning in three ways—as ivory towers, frontier posts and service stations. The universities and institutions of higher learning had not taken any measures to bridge the gap between them. He observed that the accreditation council should be an autonomous registered body consisting of subject specialists and management people with a sense of objectivity and commitment.

Prof. S.K. Agrawala, introduced the new emerging concept—State Council for Higher Education. He identified the major functions of the body as perspective planning, evaluation and monitoring and resource allocation. An implicity function would be to coordinate with the UGC and Inter University Board for the purposes of coordination and maintenance of standards. He emphasised the point that this council should not subordinate itself to the State Government but must function as an independent and advisory body. The council, according to him, should consist mostly of academic elements.

The following recommendations emerged after detailed deliberations.

I. Autonomous Colleges and Departments

1. The universities may set up committees for implementation of the programmes mentioned in NEP/POA at the university level and at the college level.

2. The universities may take a lead in organising seminars, conferences/workshops at the university and college levels to familiarize NEP/POA and to create awareness among the teachers of the Colleges/Universities and the managements. The relevant paragraphs in NEP/POA may be printed in all regional languages in sufficient numbers. All the teachers should be involved in the seminars and not the representatives alone.

3. The UGC may maintain a live and ongoing contact with the states, universities and affiliated colleges on the progress made in the implementations of the programmes from time to time.

4. The UGC may consider granting funds to colleges which have shown outstanding performance for developing infrastructures, improving and restructuring courses and diversifying researches and exploring new areas of specialization, even in case they are not recommended for autonomous status by the universities concerned An interim status between affiliation and autonomy may be accepted for UGC assistance in case where the conferment of autonomy is not agreeable to the particular state or university due to extraneous constraints.

5. The UGC may maintain balanced approach in sanctioning grants to the universities and colleges for implementation of programmes in NEP/POA.

6. The centre, state and universities should collectively take up responsibilities to achieve the set target of 500 autonomous colleges at the end of the 7th Plan period. For 10% colleges in the country to get autonomous status at the end of 7th Plan period, each university in the country should be encouraged to confer autonomous status to atleast 10% of its colleges.

7. Ways and means are to be identified to create conducive political climate in various states to develop positive attitude towards autonomy.

8. All efforts should be made by the UGC and the universities to create suitable academic environment so that teachers in the universities and colleges develop positive attitude towards autonomy.

9. By special financial assistance, deserving colleges should be helped to get permanent affiliation status so that they can aspire for autonomy.

10. Deserving colleges should be motivated to upgrade themselves by restructuring the courses so as to move on to the autonomous status in course of time.

11. The state governments should provide timely and adequate support in terms of finance and other requirements to the colleges and universities in implementing the various programmes of NEP/POA.

12. The UGC should provide sufficient funds and in time to the colleges for implementation of autonomy.

13. All efforts should be made to remove the following misconceptions in the minds of teachers towards autonomy :

(a) the increased quantum of

work load as specified by UGC and the invisible increase in work load due to special functions of autonomy, for example prescription of syllabus, etc.

(b) loss of examination remunerations;

(c) service conditions and security of service will be affected in autonomy;

(d) elitism will be created, and

(e) teachers will be removed from the national mainstream.

14. The UGC, state government and universities should take immediate steps to remove the problems faced by autonomous colleges enumerated in detail by the various colleges in the report of the task force on autonomous colleges and departments published by AIU. Unless immediate steps are taken to rectify these defects, the spirit of the existing autonomous colleges will be lowered which will make the other non-autonomous colleges hesitant to become autonomous.

15. The UGC and state governments may take steps to remove the anomaly of having two governing bodies in a college, one as prescribed by the UGC and another by the state government.

16. All the state governments should be encouraged to amend the University acts so that any university which desires to confer autonomous status on deserving colleges is able to do so without much loss of time.

17 The autonomous colleges may be given the power of changing their internal management structure, etc., e.g., Academic Council, Boards of Studies, etc. in course of time within the framework of the state government and the university.

18. The autonomous colleges may be permitted in course of time to formulate a scheme of incentives such as creation of the posts of Professors and Readers.

19. Autonomous colleges should be evaluated periodically by self evaluation, university, state and by the UGC. The self evaluation should also be checked by external agencies.

20. (a) Interaction among the autonomous colleges, bodies at the state level, regional level and national level for exchange of ideas and for healthy representation.

(b) Interaction between autonomous and non-autonomous colleges, exchange of guest lectures and permanent display of the working machanics of autonomous colleges may be set up in autonomous colleges.

21. The alternative methods of replacing the existing system may be initiated with the assistance from the department of management studies/education of the university, Indian Institutes of Managament, Administrative Staff College of India and NIEPA.

22 The programme of autonomous colleges is at present funded by the UGC for a period of five years. The maintenance expenditure should be continued with the UGC assistance for the rest of the period also on permanent basis.

23. The flow of finance from UGC should not be interrupted by official handicaps and should be provided in time Proper implementation of the procedures by both centre and state governments will create better atmosphere for development of autonomy to a larger extent.

24. The autonomous colleges should bestow special attention in creating social awareness among the students and in making graduates employable in the job market.

25. Autonomous colleges may be encouraged to attain the status of Deemed University in course of time so that they may award their own degrees provided the autonomous colleges have the following inputs :

- —there should be more concentration on faculty improvement,
- —there should be built-in component for research facilities,
- —some distinctive features of its own in the form of course relevance, etc.,
- —adequate infrastucture such as classroom, laboratory, library, physical education, hostel facilities, administration, building and facilities for student services, etc. should be provided,
- —There must be a gestation period of 5 to 10 years in autonomy, and
- —the assessment reports should be uniformly good.

II Education on Human Values

A. The Group classified the human values as follows :

(a) *Personal Values* : 1. Adaptability, 2 Selflessness. 3. Courage, 4. Cheerfulness with optimism, 5. Sense of excellence and Perfection, 6 Emulation of right models, 7. Initiative, 8. Spirit of Adventure, 9. Hard work, 10. Dignity of labour, 11. Love of freedom, 12. Sense of creativity with originality, 13. Contentment with aspiration, 14. Self evaluation, 15. Self control, 16. Self confidence, 17. Sportive spirit, 18. Simplicity and thrift, 19. Righteousness, 20. Scientific tember, 21. Personal cleanliness 22. Self discipline and Self respect with

open mindedness, 23. Respect for parents. teachers and elders, 24. Concern for children.

(b) *Social Values* : 1. Sacrifice 2. Good manners. 3 Sense of humour, 4. Gratitude, 5 Tolerance, 6. Friendship, 7. Magnanimity with hospitality and charity, 8. Nationalist with international understanding, 9. Cooperation, 10. Civic Sense, 11. Secularism, 12. Communal harmony, 13. Empathy. 14. Aspiration for peace, 15. Fraternity, 16. Gender justice, 17. Social Justice.

(c) *Moral Values* : 1. Dedication to work with regularity, punctuality and sincerity, 2. Compassion, 3. Truthfulness, 4. Concern for environment, 5. Integrity, 6. Sense of duty.

(d) *Spiritual Values* : 1. Love, 2. Sense of beauty, 3. Sense of order, 4. Detachment, 5. Faith in God, 6. Forgiveness.

This classification is only for the sake of convenience. The values are not mutually exclusive.

One member strongly felt that 'Faith in God' should not be included in the list of human values or curriculum as it is subjective value based on one's own beliefs and experience.

B. *Readjustment of Curriculum*: Curricula readjustment have to be made but these need not necessarily be in terms of inserting new topics considered suited for the purpose but mostly in terms of reinterpretation of the various units in the syllabi in light of their potentiality for the inculcation of values. In other words, what is required is an effort by the Board of Studies and other bodies responsible for the development of curriculum to explore in depth learning experiences leading to affective changes essentially required for internalisation of values. This role could and should be played by hidden curricula and cocurricular activities should also be considered by the Boards while reinterpreting the curricula. New units can also be added for the purpose of effective education of human values.

Therefore, a curriculum that emerges out of the readjustment should be a document that could serve as a guide for the value oriented teachers.

C. *Value Orientation for Teachers* : For effective education in human values the most important input is a set of teachers who themselves are value oriented. Therefore immediate steps have to be taken to give both pre-service and periodical inservice training to teachers with special reference to value oriented education. Also at the time of selection of teachers due importance must be given to teachers who are value oriented. The programme of academic staff colleges started recently may be strengthened with this end in view. Teaching, research and extension work of a teacher may be given equal weightage at the time of teacher evaluation.

D. *Co-Curricular and Extra-Curricular Activities for Value Orientation* : Co-curricular and extra-curricular activities like NCC and NSS as well as sports and games and cultural programmes be encouraged.

The existing activities in educational institutions need to be improved with value orientation. The NCC inculcates the sense of discipline, time-consciousness, self-respect, obedience and sense of order. Similarly, the NSS inculcates the sense of team work, cooperation, service, dignity of labour, etc. These programmes may be further expanded to cover larger number of students and may be made more effective. Credit system may be introduced for participating in these activities, as was done during the initial period of NCC.

Similarly, sports and games inculcate the values of team spirit, cooperation, sense of participation and sportsmanship, and contentment with aspiration. However, the existing facilities are inadequate and in the existing curriculum structure the students are made more examination oriented and therefore they are not able to have any value oriented approaches through sports and games.

III. Evaluation Process and Examination Reforms

1. Implementation of 100% continuous internal evaluation at P.G. Level in unitary and deemed universities as well as autonomous colleges from the year 1990-91, which should be extended to the UG level too in a phased manner at least by 1993-94.

2. Indication of students' performance in terms of letter grades and overall performance on the basis of cumulative grade point average.

3. Provision for improvement of performance to be made for obtaining the degree.

4. Decentralisation of the examination process in the case of non-autonomous colleges affiliated to the Universities.

5. Admissions may be made on the basis of performance in entrance tests, wherever necessary.

Conduct of Examinations

6. Legislation at Centre as well as in the States to make malprac-

tices connected with examinations as cognizable and unbailable offences and fix the type and nature of punishments for various offences.

7. Innovative examination processes like arrangement of questions in different orders may be evolved.

Integrating Evaluation with Teaching and Learning

8. The affiliating universities should constitute committees consisting of representatives from affiliated colleges for evolving alternate systems for the conduct of examinations in non-autonomous colleges.

9 No university should be permitted to act only as an examining body.

10. The affiliating universities should come forward to decentralise the processes of course designing viz., combination of courses, accumulation of credits in the form of awarding autonomy to as many colleges as possible at the earliest in order to make the evaluation processes meaningful.

11. Cells for continuous research and development in evaluation procedures may be established both at AIU and independently at institutional levels since evaluation will be at different levels.

General

12. The provision for scrutiny of answer scripts by students should be made for ensuring credibility.

13. There should be provision for clearing examinations in parts in accordance with the patterns of the courses.

14. Gradation should be done on the basis of the scaling techniques.

15. Establishment of Question Banks for UG courses only.

16. Conduct of open book examinations needs to be introduced in specialised subjects areas like engineering design, law.

17. Separate certificates showing the results of institutional and external evaluations need not be issued since the grade sheets contain both internal and external grades.

18. Institutional evaluation should be comprehensive one, including non-scholastic aspects also.

19. The course teachers alone should evaluate their students.

20. The integration of evaluation with the process of teaching-learning could be achieved only through institutional evaluation on the basis of which diagnosis could be made and remedial work done.

National Testing Service

21. National Testing Service should be established to evolve norms and for quality control.

M. Phil and Ph D Programmes

22. In view of large differences in the monitoring and evaluation of M.Phil & Ph. D. programmes among Universities, from the choice of the research problem to the declaration of results it was suggested that AIU should take up the issue to analyse the systems prevailing and evolve a suitable system which will help maintain uniformity and quality of research, and early declaration of results.

Implementation of Recommendations

The following measures were suggested to ensure meaningful and effective implementation of the recommendations.

1. The Teacher-Student Ratio should normally be 1 : 20 and 1 :10 for UG and PG courses respectively.

2. Comprehensive orientation and refresher trainings on aspects like lesson planning, paper setting, scaling based grading, computerised evaluation should be organised at periodic intervals for the benefit of teachers.

3. Provision of adequate curricular-instructional materials like audio-visual aids, well equipped laboratory, computer facilities and library.

4. Establishment of Academic Review and Appeals Committees.

IV. Evaluation and Accreditation

The Group was of an unanimous opinion that Evaluation and accreditation were essential for the betterment of academic institution. However, it was felt that the CONCEPT PAPER prepared by UGC on the subject needed to be modified to suit Indian environment, and the scheme should be mandatory and not voluntary.

Why Accredit

1. The objective of accreditation is to evaluate performance, to recognise that certain minimal standards are met by the educational institutions, to monitor the implementation of programmes, and to ensure that the standards are maintained.

2. Accreditation should be a compulsory follow up to the evaluation system.

3. Accreditation must be taken up for all Higher Educational Institutions though Open Universities and Correspondence Institutes required different guidelines for the same.

4. Accreditation, should have

built-in benefits to the accredited institutions in terms of funds, priority clearance of projects, etc.

Who should do it

1. This task should be performed by a three tier structure comprising:

(a) Self Evaluation (by the institutions itself).

(b) Outside evaluation (by expert panels).

(c) Coordination of expert panel reports (by State level Assessment Council).

2. The national level apex body should issue guidelines for evaluation and seek the assistance of state level bodies for monitoring, evaluating and accrediting procedures.

3. The evaluation body should consist of experts :

(i) Within the educational system (academics and academic administrators)

(ii) outside the system (community opinion leaders) and user agencies (employers).

4. The linkages between organisations such as UGC, AIU, State Councils for Higher Education, Accrediting Assessing Bodies and Universities need to be clarified. Whereas the State Councils for Higher Education could be in overall charge of planning and development, evaluation should be exclusive responsibility of the accredition body.

5. Autonomy and accreditation should be delinked for the purpose of evaluation.

How it will be done

The implementational aspects of the scheme are as follows :

1. Steps :

(a) Establish criteria for evaluation and accreditation

(b) Revaluate periodically to ensure maintenance of standards through annual self-evaluation records and year reviews.

2. Funds :

(a) The Centre should provide the funds for this purpose in the first instance.

(b) Thereafter the accrediting agencies should be self supporting through evaluation fees, etc.

3. Items for evaluation :

The eight items of evaluation as identified are given below :

1. Operations of Institution
   (a) days/hours of instruction
   (b) days of closure
   (c) regularity (of exams, results
   (d) academic session
   (e) teacher/non-teacher absences
   (f) hosting of sport/cultural/academic meets.
2. Administrative climate
   (a) democratic
   (b) participatory
   (c) reform efforts
   (d) accessibility and utilisation (funds, facilities)
   (e) community support
3. Facilities
   (a) hostels
   (b) library
   (c) laboratory
   (d) furniture
   (e) classroom
   (f) recreation
   (g) extra-curriculars
4. Students
   (a) response in all India exams
   (b) admission requirements%
   (c) dropout absenteeism % of pass
   (d) extracurricular involvement
   (e) student satisfaction
   (f) job absorption
5. Teachers
   (a) qualifications
   (b) publication
   (c) presentation
   (d) teaching material
   (e) student-rating
   (f) load (teaching, administrative)
   (g) projects
   (h) guidance (extra curriculars, projects, tours, counselling)
   (i) membership (of associations, special bodies of UGC, Govt.)
6. Extension activities
   (a) extension services
   (b) community involvement.
7. Publication by the institutions
   (a) journals, books, etc.
8. Speceical features
   (a) workshops
   (b) campus production
   (c) unique programmes
   (d) locational, other handicaps

Prerequisites for Implementation

1. A manual for operating the scheme and for designing and measuring the criteria

2. Appropriate records to be maintained to facilitate the process (such as faculty/other staff work records).

3. Professional orientation of teachers towards the scheme and its benefits.

4. Community involvement.

5. Follow up action for evaluated institutions.

(a) Academic Staff Colleges
(b) Reputation Building
(c) Social and extension services.

V. State Council of Higher Education

1. The group supported the proposal to set up a State Council of Higher Education in each State with a view to improving academic standards, efficient functioning of the university system, further development of universities and coordination of standards in teaching, research, examinations, administration and extension services.

2. The jurisdiction of the Council shall be limited to graduate and postgraduate education in Arts, Science, Commerce, Education, Law, Engineering and Technology, Medicine, Agriculture and so on.

3. (a) The State Council for Higher Education shall be a statutory body created through an act of the State Legislature.

(b) The Government of India may circulate 'a model bill on State Council of Higher Education' to all State Governments indicating the composition, functions, powers and other issues connected with the State Council, in the interest of uniformity.

4. In each major State, the Council shall consist of :

(a) a ful time Chairman selected from amongst the serving or retired Vice Chancellors;
(b) Not more than 6 Vice-Chancellors, three from the general universities and three from professional universities like Agriculture, Engineering, Medicine, etc ;
(c) Two teachers from among Deans/Professors/and two Principals from the universities and colleges;
(d) Two persons from among the distinguished educationists/industrialists, on all India basis. The Education Secretary and Finance Secretary of the State Government shall be ex-officio members of the Council.

5. The Chairman and members of the Council shall be appointed by the State Government in consultation with the UGC.

6. The term of the office of the Chairman and the members of the Council shall be limited to one term of 3 years.

7. The Secretariat of the State Council shall consist of the Secretary and the supporting staff.

8. The group supports, in general, the division of functions into four categories :

(a) Planning and Coordination
(b) Academic
(c) Advisory, and
(d) Administrative

as recommended by the guidelines of the UGC.

9. The Council should function as the main coordinating body in the field of higher education. Its function shall also be the preparation of a consolidated plan of development of various sectors of higher education in the state, and monitoring the progress of implementation of such development programmes.

10. (a) The allocation of funds as block maintenance grants for higher education in the State should be worked out by the State Council for Higher Education on the basis of some well-recognised norms, such as unit cost of education for each course of study, related to the stage of development of the university or college concerned.

The basis and criteria of such determination should be clearly specified.

The grants as finally determined by the State Government in consultation with the State Council for Higher Education should be released in four quarterly instalments, to the universities/colleges, at the beginning of each quarter.

(b) (i) The State Council for Higher Education shall prepare a comprehensive perspective plan for the development of higher education in the State.

(ii) The State Council for Higher Education shall receive, scrutinize and process the development plans of universities/colleges in the context of the perspective plan, and prepare the five year development plan of the State regarding higher education.

(c) The development plan so prepared by State Council for Higher Education shall be finalized in consultation with the UGC, the State Government and other funding agencies.

11. Relationship of the Council with other funding agencies :

(a) In the case of UGC, ICAR, AICTE and similar other funding agencies the Council shall recommend the development plan for the disciplines concerned and shall follow their guidelines issued from time to time.
(b) In the case of Bar Council of India, Medical Council of India and Dental Coucil of India and similar other professional bodies, the Council shall follow their guidelines and directions issued by them from time to time.
(c) Besides, the Council should

have power to make its own recommendations to the above bodies.

12. For purposes of coordination and ensuring achievement of goals and targets the Council may obtain :

(a) periodic reports, and (b) appoint inspection / review committees from time to time.

13. For performing academic functions, as envisaged in the guidelines, the Council shall establish Standing Committee/task forces/ cell/working groups, in general functional areas as identified in the guidelines of the UGC.

14. The group supported the setting up of a State Research and Development Board under the auspices of the Council. The Board shall advise the Council with respect to :

(a) the establishment of linkages and coordination between the research in the educational institutions and research agencies (Central and State), in the State; and
(b) to identify the areas and priorities of research in the context of research and development needs of the State, so as to avoid duplication.

15. The Council should have the function of accreditation of institutions through an accreditation board at the state level in cooperation with the national accreditation council.

16. The Coucil shall prepare an Annual Report giving an account of its activities during the previous year and copies thereof shall be forwarded to the State Government and the Government shall cause the same to be laid before the Legislative Assembly. A copy of the Annual Report should be sent to University Grants Commission.

17. The Council shall prepare, in such form and at such time each year as may be prescribed, a budget in respect of the ensuing financial year showing the estimated receipts and expenditure and copies thereof shall be forwarded to the State Government.

18. *Status* : State Council for Higher Education has been set up in Andhra Pradesh through enactment, in April 1988. In Tamilnadu, the bill has been prepared and is pending to be introduced before the legislature. In Karnataka and Kerala, there is an Inter-University Board to coordinate the activities of the universities, with Education Minister as Chairman and all Vice-Chancellors as its members. □

British Aid for IGNOU

The British and Indian Governments are reported to have signed an agreement under which a grant of £ 3.356 millions (over Rs. 8 crores) will be provided to the Indira Gandhi National Open University (IGNOU). The grant specifically aims at helping IGNOU meet its current targets under its development programme.

The long-term objectives of the programme are (i) to provide higher education opportunities to large segments of population, particularly those for whom access through the formal system is difficult or impossible; (ii) to meet the growing need for continuing education for people at work, who need to improve their qualifications and experience, but who cannot afford to withdraw from their full-time occupation not follow courses not directly relevant to their chosen careers ; and (iii) to form a focus for raising the standards of course work produced by the correspondence colleges all over the country and to coordinate the work of the State Open Universities within a national network.

The present agreement provides for help in the form of short-term consultancies, equipment, U.K. and in-country training and short visits to Britain in the following areas : Media services (a multimedia approach to its instructional system is central to IGNOU's method and philosophy of operation); computer facilities (to handle student registration and administration part of the course assessment, project control and management information); packaging and printing facilities (advice on the establishment of the IGNOU printing press facility, the streamlining of the existing infrastructure for the publication of material, and the printing, packaging and distribution of study material); academic and applied course development and regional and study centre services (including library support).

Diplomas Recognised

On the recommendations of the Board for Educational Qualifications, the Union Government is reported to have recognised the following diploma courses or examinations for the purpose of employment under the Central Government :

(I) Three-year diploma course in knitting technology conducted by the Silk and Art Silk Mills Research Association, Sasmira, Worli, Bombay, of which the diploma is awarded by the Board of Technical Examinations, Maharashtra, for subordinate posts.

(II) Part I or Part II echnician engineers examinations (T) conducted by the Institution of Mechanical Engineers (India) at par with diploma in mechanical engineering from State polytechnic for subordinate posts.

(III) Pass in the final or direct final examination of the Institution of Surveyors for two separate courses in building and quantity surveying and valuation surveying for superior posts.

(IV) Postgraduate diploma in personnel management and industrial relations. The Government has also approved the change in the nomenclature of the present postgraduate diploma in industrial relations and welfare awarded by the Xavier Labour Relations Institute, Jamshedpur, to postgraduate diploma in personnel management and industrial relations for superior posts.

VC Takes IGNOU Exam

The Vice-Chancellor of the Gujarat Vidyapith, Prof. Ramlal Parikh, at the age of 62, appeared in the recent nation-wide term-end examination for one-year Diploma in Managemeet conducted by the Indira Gandhi National Open University (IGNOU). He sat for three hours along with other students writing answers of the question paper of this correspondence course at the Study Centre in the Gujarat University.

Last year Prof Parikh had sat for two days with Secondary and Higher Secondary students and qualified the Hindi Vinit Examination.

A noted educationist, Prof. Parikh has been managing the Gujarat Vidyapith and many other educational institutions since for over 30 years now. Prof. Parikh said that he was studying the National Open University course to reinforce the Gandhian view of education as a life long process and to support open-learning systems for extending education of the highest order being made available at the door steps of our masses. He is perhaps the first Vice-Chancellor to voluntarily appear in the IGNOU examination. The Gujarat Vidyapith is cooperating with IGNOU in preparing a foundation course for Gujarati language and Gujarati version of Food & Nutrition Course of IGNOU.

Modernising TIET Labs

The Ministry of Human Resource Development (Department

of Education), Government of India, has sanctioned a sum of Rs. 20 lacs to the Thapar Institute of Engineering and Technology (TIET). Patiala for the modernisation of the High Voltage Laboratory during the current year.

The high voltage test equipment and instruments would strengthen the teaching and research activities of the Department. They are single stage 140 KV impulse voltage test set-up, portable capacitance tan-delta bridge with a 10 KV power supply, test cell for liquid insulants to measure tan delta and resistivity at elevated temperatures and a combined impulse/ac voltage divider with high accuracy (± 1%) with impulse and a c. peak voltmeters. In addition, a high vacuum system has been added to undertake vacuum breakdown studies. The design and fabrication of a vacuum chamber is in progress.

The laboratory is already equipped with some major instruments Chiefly amongst them are the 500 KV, 12.5 KJ impulse voltage test system, 150 KV power frequency test set-up and partial discharge detector.

The Institute has also received Rs. 15 lacs for upgradation of Microwave Laboratory in the year 1988-89 in the Department of Electrical and Electronics Engineering. With this grant the Department would procure the following items : (1) Network Analyser with x-band sweep oscillator; (2) Printed circuit facilities for MIC works; (3) Antenna facility, microwave test bench, high power microwave components; and (4) Anechoic chamber for antenna measurements.

The Jayenu Bookshop

The library at the Jawaharlal Nehru University has been able to save more than Rs, 2 lakhs in 1987-88 through a new venture. In view of the prohibitory trade practices by the book trade, the JNU library has experimented with the setting up of a bookshop to make all the purchases of books from the publishers, wholesellers, and distributors. The books, thus, purchased were supplied to the University library thereby getting favourable rates of discount from them ranging from 15% to 25% or in certain cases even more. The Jayenu Bookshop was set up in September, 1986 as a retail sale outlet. During the year 1987-88, books worth about Rs. 20 lacs were purchased by the Jayenu Bookshop and, thus, an amount of about Rs 2.01 lacs was saved in the form of higher discount which is normally not availalbe to the libraries but is available only to booksellers.

The amount, thus, saved has been recycled in the purchase of more books in the library. The bookshop has, thus, been helping the library in judicious, speedier and needbased acquisition of new books.

Orientation Course for Teachers

Speaking at the valedictory function of the 3rd Orientation Course of the Academic Staff College organised by the Dr. Harisingh Gour Vishwavidyalaya, Prof K K. Tiwari, Vice-Chancellor, Jiwaji University, said that teachers should act as change-agents and be a role model for the students. He urged the teacher-participants to prepare the students for the competitive world and channelise their energy in creative directions.

Prof. P.D. Hajela, Vice-Chancellor, who presided, pointed out that teachers should combine scientific temper with idealistic outlook. Teaching demands commitment towards students and the desire to learn, he added.

GND Varsity Offers New Courses

Guru Nanak Dev University has started postgraduate diplomas in sugar and printing technology as well as Master's degree in computer application at the university campus from the current academic year. This was announced by the Vice-Chancellor, Mr. G.S. Randhawa, in Amritsar recently. Besides, courses in physical education, health education and sports would be introduced this year, he said.

Mr. Randhawa pointed out that the university was endeavouring to start more job-oriented courses Courses in life sciences, physics and chemistry were being modified, he added.

Autonomy for 82 Colleges

The University Grants Commission has decided to accord autonomous status to 82 colleges in various states. This was revealed by Mr. J.P. Sahi, Minister fo Education, in Rajya Sabha recently Of these, 40 were in Tamil Nadu, 21 in Andhra Pradesh, 16 in Madhya Pradesh, four in Rajasthan and one in Gujarat

Degree Course in Printing

Jadavpur University proposes to start a new four-year degree course in printing technology from the next academic session Initially the intake for the course would be ten

Kurukshetra Varsity Offers New Courses

The Kurukahetra University has introduced a Postgraduate Diploma in Portfolio Management.

The intake of this course for this year is ten. The University also proposes to start M.Sc. in Bio-Physics and Bio-Technology and M.Tech. and M.Sc. courses in Applied Geology. The University has decided to introduce 12 courses through correspondence in its Directorate of Correspondence from the current session.

Scientific Equipment for IIT, Madras

The Humboldt Foundation, Bonn, Federal Republic of Germany, has donated Scientific Equipment worth Rs. 3.00 lakhs to Prof. P.K. Philip, Mechanical Engineering Department, IIT, Madras, who has been their Senior Fellow during 1975-77 and 1986. The donation consists of an HP Vectra Computer (PC/AT) System including several accessories and Philips Digital Storage Oscilloscope with Plotter and Camera. Suitable interface to interlink them are also provided. It will be used for Research in the field of Production Engineering.

News from Agril. Varsities

Women's Role in Agrl. Production

Dr. P.N. Mathur, Assistant Director-General, ICAR, said in Bangalore recently that the Council was launching a new nation-wide project with the objective of helping rural women play a more effective role in agricultural production. According to him, the project aimed to correct the imbalance in the existing situation where while women constituted 50 per cent of the country's population and in some states did 75 to 80 per cent of the work relating to agriculture, the present technologies (like the development of farm implements) seemed to be more geared towards utilisation by men. Likewise, the process of decision-making (in important selection areas like of crops and fertilisers) was, at present, mainly in the hands of men.

Dr. Mathur said that the project aimed to identify the technologies required to help rural women play a more effective role as farmers. There would be a focus on various areas, like formulating training programmes for rural women and developing farm implements more suitable for use by women. However, before new technologies suitable for women were developed, a nationwide study would first be done to determine the role being played by women in agriculture at present and under different farming systems (particularly rice-based farming systems). For this purpose, the agricultural universities (especially those in traditional and non-traditional rice-belts) would be asked to conduct studies.

Rural Varsity for Andhra

A Rural University in Andhra Pradesh is likely to be set up at one of the district headquarters of Srikakulam, Mehboobnagar and Anantapuram. According to Prof. K. Venkata Reddy, Vice-Chancellor of Sri Krishnadevaraya University, a project report in this behalf has been submitted to the government.

The purpose of the Rural University was to educate the rural families on modern farm techniques thus turning them into progressive farmers. Besides this, training in health, hygiene, rural housing, handicrafts and allied professions would also be given to rural people in this University. The unemployed educated youth in rural areas would also be motivated through this university to seek self-employment schemes without depending on government.

Weed Control Project for BAU

The Birsa Agriculture University (BAU), Ranchi is reported to have been selected under the All India coordinated research programme on 'weed control'.

Under a Rs. two crore United States International Development Fund, the Indian Council of Agriculture and Research (ICAR) had launched the project to carry out research for increased production of rice, wheat, pulses, oilseeds and other crops under the climatic conditions of respective zones by containing the growth of weeds.

In this connection an ICAR expert and the programme coordinator for weed control, Dr. V.N. Sarswaqt held detailed discussions with the BAU's Vice-Chancellor, Dr. J.C. Kundra to remove constraints in the way of smooth implementation of research programmes on 'weed control' in the climatic conditions of Chotanagpur and Santal Pargana.

AIU News

XLRI Diploma Equated with MBA

The Association of Indian Universities (AIU) have recognised the Postgraduate Diploma in Business Management of the Xavier Labour Relation Institute (XLRI), Jamshedpur, as equivalent to MBA degree of an Indian University. The Diploma is already accepted by the Board of Assessment for Educational Qualifications, Govt. of India, for purposes of recruitment to superior posts in central services.

The Institute had applied to the AIU for recognition in 1987. The AIU Expert Team visited the XLRI to make an on the spot study. They had a series of meetings with the Faculty, Institute's Committees and students. The Team also examined the infrastructure and campus facilities which include air-conditioned open access-library with a collection of around 30,000 books and 450 periodicals subscriptions, computer centre, auditorium and appropriate amenities for sports, recreation and housing for students and faculty. Over the years the XLRI has developed its own culture characterized by informality, flexibility, development of the whole person and service to the country. The Institute also finds a mention in the NEP document as an institution imparting education at the highest level.

The XLRI has also introduced Fellowship Programme comparable to Ph.D. degree. Management Development Programmes are the routine activities throughout the year to meet the demand of Trade and Industry.

News from Abroad

EDSTATS—Software for Educational Statistics

Unesco's Office of Statistics has recently announced the availability of a new self-contained software package—EDSTATS—for the analysis of educational statistics. Developed with financial assistance from the Swedish International Development Authority (SIDA) for IBM PCs (and compatibles) and guaranteed "easy" for persons with no prior expertise in computers, it includes a broad range of analytical tools to facilitate the analysis, diagnosis and assessment of the quantitative development and efficiency of primary and secondary education systems. It is hoped that EDSTATS will encourage Member States to analyse their education systems on a regular basis and induce them to promote and improve the collection of basic education statistics. Of particular value for educational planning, EDSTATS can also be used to reinforce teaching activities. Tested in February 1988 at a training seminar in Ethiopia, it will complement other courses later this year in Botswana and Zambia as part of a Unesco/SIDA programme to upgrade the skills of statisticians (890 persons have attended 28 seminars since the project began in 1983) in 13 English and Portuguese-speaking African countries and in Nicaragua. Further information on EDSTATS can be obtained from the office of Statistics, Unesco, 75700 Paris.

Marine Science Education in 21st Century

Dr Joseph Baker, Director of the Australian Institute of Marine Science, Dr. Robert Stewart of the Centre for Earth and Ocean Research at the University of Victoria (Canada) and other leading marine scientists from 20 countries met recently at Unesco's Paris Headquarters to anticipate

We Congratulate...

(1) Dr. Malwinder Singh Tiwana, Senior Agronomist (Forage) in the Department of Animal Science of the Punjab Agricultural University, who has been appointed a member of the budget and policy committee of the International Herbage Seed Production Research Group (IHSPRG) at Tune (Denmark).

(2) Professor S.P. Agarwal, Department of Physics, Awadhesh Pratap Singh University, Rewa, who has been nominated as member on the National Committee for COSPAR (Committee on Space Research).

(3) Shri C. Deenadayalu, Deputy Librarian, IIT-Madras, who has been elected as President of the recently formed Indian Technical Library Association (ITLA) in Mysore.

the needs of "Education and Training in Marine Science for the Year 2000 and Beyond". They mainly explored more appropriate methods like distance and computer-assisted learning and streamlined data exchange to help marine scientists incorporate the huge amount of knowledge on the deep-sea, coastal process, climate-related events, etc., assimilate changing technologies, particularly electronics, remote-sensing and computers, keep abreast of expanding marine resources exploitation and gauge the impact of human activities on the marine environment. Participants insisted, however, that because potential uses of the sea are so diverse and management so much more complex than for the land, the understanding, protection and wise use of the sea and its resources cannot depend on science alone, but requires education at all levels of society. Workshop proceedings and recommendations, notably for inclusion in Unesco's Third Medium-Term Plan (1990-1995). will be published in the series **Unesco Report in Marine Science**, available from the Division of Marine Science, Unesco' 75700 Paris.

Biotechnology Centre

The University of Queensland, in Brisbane, has established a centre which combines the disciplines of molecular biology and biotechnology. The new centre will enable the university to centralise its equipment, materials, and expertise, boost teaching and research programs and speed up projects with commercial potential.

Established with funding from the university's own resources, mainly from the biological sciences departments, the new high-technology centre would help maintain an important Australian presence in the world explosion of knowledge in molecular biology and biological sciences.

It has cost $1 million to establish and will involve spending of about $370 000 a year to support staff, including 12 new positions at the centre, and $120 000 a year in maintenance.

SHASTRI INDO-CANADIAN INSTITUTE

92, Golf Links, New Delhi-110003.

SOCIAL SCIENCES & HUMANITIES FELLOWSHIPS FOR THE ACADEMIC YEAR 1989-90

Two annual fellowships have been established for Indian scholars in Social Sciences and Humanities to do research/study at a designated university in Canada for one academic term. The fellowships are to be held from 1 September 1989. The candidate should be a scholar at the middle level of his/her career stream who :

(a) has proven ability for research and teaching :

(b) will concentrate on a specific project of study in Canada from a comparative perspective on Canada-India topics;

(c) has a reasonably clear plan of work during the visit indicating the intention to continue work in the same area on return to India in order to enhance the knowledge of Canada within the Indian academic community; and

(d) is willing to take up the fellowship, if offered, and undertake to leave for Canada by 1 September, 1989.

The Institute will bear the cost of travel of the selected scholar to and from the designated university (shortest economy/excursion return airfare). In addition, the Institute will pay a maintenance allowance of C$ 1,500.00 p.m. for a maximum period of four months and a sum of C$500.00 for purchase of books and personal effects.

FELLOWSHIPS FOR WOMEN IN DEVELOPMENT FOR THE ACADEMIC YEAR 1989-90

Applications are invited from Senior Indian scholars for two fellowships for a lecture and research programme to help develop expertise in the area of Women in Development at selected Canadian universities. These senior visiting fellowships are to be effective from September 1, 1989 for one academic term (13 weeks). The candidates : (1) should be established scholars in India with demonstrated ability for research and lectures on women in development, (2) will be expected to assist individuals or groups in the development of research expertise on women in development in appropriate Canadian universities, (3) should be willing to take up the fellowship, if offered, and undertake to leave for Canada by September 15, 1988.

The Institute will bear the cost of travel (excursion return airfare) of the selected candidates. In addition, the Institute will pay a maintenance allowance of Canadian dollars 2,500.00 per month for a maximum period upto four months, and a sum of Canadian dollars 500.00 for the purchase of books and personal effects.

Applications, which must include a detailed bio-data, research proposal and list of lecture topics (7 copies each), must reach the Shastri Indo-Canadian Institute, 92 Golf Links, New Delhi-110003 not later than November 15, 1988.

Particulars of fellowships with application form can be obtained by sending self addressed Re. 1/- stamped envelope (5" x 10") to :

THE RESIDENT DIRECTOR

Shastri Indo-Canadian Institute

92, Golf Links, New Delhi-110003.

AIU Library

Established in 1965, the AIU Library has acquired over the years a valuable collection of books and documents on Higher Education. Among the topics prominently represented are Educational Sociology, Educational Planning, Educational Administration, Teaching & Teachers' Training, Examinations, Economics of Education and Country Studies. Developing fields of Adult Education, Continuing Education and Distance Education, and Educational Technology are also well stocked. The Library is particularly strong in its collection of reports whether they are on the setting up of different universities or on the state of Higher Education. Files of Annual Reports of different universities are also maintained. Readers are kept informed of the latest acquisitions through our column 'Additions to AIU Library'.

The Library also receives about a 100 periodical titles on Higher Education. All these are indexed regularly and a select list appears every month as 'Current Documentation in Education'.

Doctoral Degrees awarded during the preceding month are reported as 'Theses of the Month', while registrations made for such degrees are flashed as 'Research in Progress'. Bibliographies are also compiled and supplied on demand

Research Scholars and students of education are welcome to use these resources. The Library is open from 9.00 a.m. to 5.30 p.m. Monday through Friday. Access can also be had through inter library loan for which requisition must be made through your Librarian.

ADDITIONS TO AIU LIBRARY

Recent Acquisitions on Sports

Anand, R.L. *Playing field manual*. Patiala, Netaji Subhas National Institute of Sports, 1971. 119p.

Banaras Hindu University, Varanasi. *Games in Indian miniatures*. Varanasi, Author. discontd.

Barrett, Worman. *Great moments in sport*. Bristol, Purnell (c 1982) 115p.

Brancazio, Peter J. *Sport science : Physical laws and optimum performance*. New York, Simon and Schuster (c 1984) 400p.

Chu Donald and others, ed. *Sport and higher education*. Illinois, Human Kinetics (c 1985) xv, 423p.

Clarke, H. Harrison and Clarke, David H. *Application of measurement to physical education*. New Jersey, Prentice-Hall (c 1987) xii, 371p.

Commonwealth and International Conference on Sport, Physical Education, Dance, Recreation and Health, 8th; 1986, Glasgow. *Proceedings*. 7V. London, E. & F. N. Spon (c 1986).

V1. Coach Education.

V2. Dance.

V3. Kinanthropometry III.

V4. Sport and medicine.

V5. Sport, culture, society.

V6. Sports science.

V7. Trends and developments in physical education.

Das, S.N. *Physical education, games and recreation in early India*. Lucknow, Upper India, 1985. xvi, 132p.

Dudley, Ernest. *Run for your life*. London, Columbus Books (c 1985) 180p.

Ezersky, Eugene M. and Theibert, P. Richard. *Facilities in sports and physical education*. Saint Louis, C.V. Mosby Co., 1976. ix, 193p.

General Association of International Sports Federations, 19th Congress, Amsterdam, 1985. *Development of sport : Guidelines*. Amsterdam, Author, 1986. 80p.

Hargreaves, John. *Sport, power and culture : A social and historical analysis of popular sports in Britain*. Cambridge, Polity Press (c 1986) xii, 258p.

Hazeldine, Rex. *Fitness for sport*. Marlborough, Crowood Press (c 1987) 122p.

Horne, John and others, ed. *Sport, leisure and social relations*. London, Routledge & Kegan Paul, 1987. vii, 253p.

Iyengar, B.K.S. *Light on yoga*. London, Unwin (c 1976), 544p.

Jayadeva Yogendra, ed. *Cyclopaedia yoga*. Bombay, Yoga Institute, 1988. 162p.

Jensen, Clayne R. and Hirst Cyntha C. *Measurement in physical education and athletics*. New York, Macmillan (c 1980) x, 300p.

Jones, C.M. *Tennis*. Middlesex, Newnes Books (c 1985) 92p.

Kleindienst, Viola K. and Weston, Arthur. *Recreational sports program : Schools...colleges...communities*. New Jersey, Prentice-Hall (c 1978) xiv, 489p.

Larson, Leonard A. *Foundations of physical activity : Applications as disciplines and professions.* New York, Macmillan (c 1976) ix, 386p.

Lynam, Desmond. *Guide to the Commonwealth games.* London, BBC Publications (c 1986).

Mahajan, S.N. *Science of yoga and consciousness.* Agra, Y.K. Pub. 1987. xi, 212p.

Mathur, L.N. *Dramatic moments in Ranji Trophy.* Udaipur, Author, 1987. 184p.

Morrison, Ian, comp. *Intersport rules and equipment of the game.* London, Pelham Books (c 1987) 160p.

Norback, Craig and Norback, Peter. *New American guide to athletics, sports and recreation.* New York, New American Library (c 1979) xii, 659p.

Sounders, E.D, and White, G.B. *Social investigation in physical education and sport.* London, Lepus (c 1977) 103p.

Sorensen, Jacki and Bruns, Bill. *Aerobic lifestyle book.* New York, Poseidon Press (c 1983) 205p.

Tver, David F. and Hunt, Howard F. *Encyclopedic dictionary of sports medicine.* New York, Chapman and Hall (c 1986) xxi, 232p.

Walliser, Blair. *Competitive fitness.* New York, Simon and Schuster (c 1984) 175p.

THESES OF THE MONTH

A List of Doctoral Theses accepted by Indian Universities.

HUMANITIES

Philosophy

1. Chander Prabha. *Philosophical implications of Krishna legend.* Meerut. Dr. R.N. Sharma, Prof. and Head, Department of Philosophy, Meerut College, Meerut.

2. Chauhan, Dinesh. *Swami Dayanand ka samaj-darshan.* Meerut. Dr. Ved Prakash, Department of Philosophy, Meerut College, Meerut.

3. Dinesh Singh. *Shankar Vedant aur Kashmir Shaiv Darshan mein paramatatva ka tulnatmak adhyayan : Sameekshatmak adhyayan.* BHU. Dr. B.L. Mishra.

4. Dixit, Suresh Pratap Singh. *Madhyamik darshan mein tark ka sthan.* BHU. Dr. B.N. Singh, Reader, Department of Philosophy, Banaras Hindu University, Varanasi.

5. Ghatak, Kanaklata. *Privacy of sensations : Problems of knowledge and ownership.* Burdwan. Prof. Aminul, Haque, Department of Philosophy, University of Burdwan, Burdwan.

6. Kantacara, B.P.K. *Buddhist philosophy in its social and educational relevance in modern Thailand.* BHU. Prof. N.S.S. Raman, Department of Philosophy, Banaras Hindu University, Varanasi.

7. Meherunissa Omar. *The concept of transcendence in Karl Jaspers.* Osmania.

8. Midori, Mori. *A critical study of some modern interpretations of the Bhagavad-Gita.* BHU. Dr. L.N. Sharma, Department of Philosophy, Banaras Hindu University, Varanasi.

9. Pandey, Shri Prakash. *Chetana ka swaroop evam uske vividh ayam : Acharya Vasubandhu, Acharya Shankar evam Shri Arvind Darshan ke sandarbh mein.* BHU. Dr. R.P. Pandey, Reader, Department of Philosophy, Banaras Hindu University, Varanasi.

10. Shukla, Rajendra. *Ramanujacharya ke darshan mein ishwarsiddhant.* BHU. Prof. N.S.S. Raman, Department of Philosophy, Banaras Hindu University, Varanasi.

11. Singh, Hari Mahendra. *Sikh dharma mein bhakti kee avadharna : Ek sameekshatmak adhyayan.* BHU. Prof. N.S.S. Raman, Department of Philosophy, Banaras Hindu University, Varanasi.

12. Singh, Shashi. *Mahayan Bauddh Dharam Darshan mein Trikayavad.* BHU. Dr. B.N. Singh, Reader, Department of Philosophy, Banaras Hindu University, Varanasi.

Fine Arts

Sculpture

1. Malla, Bansi Lal. *Sculptures of Kashmir, 600-1200 A.D.* BHU. Dr. T.K. Biswas.

Music

1. Paul Chowdhury, Chitra. *Bharatia sangeeter anusange Rabindra sangeet nandantatwik paryalochona.* Rabindra Bharati.

2. Ramaswamy, Sakuntala. *Percussion instruments of South India : A study.* Delhi.

Dance

1. Dave, Prem. *Jaipur gharane mein katthak nritya kee parampara.* Rajasthan. Dr. (Mrs.) Surekha Sinha, C/o M/s. Vaishali Printing Press, Ghee Walonka Rasta, Johari Bazar, Jaipur.

Language & Literature

English

1. Chaubey, Om Prakash. *The human alienation in Mathew Arnold's poetry.* BHU. Dr. N. Siddiqui.

2. Dwivedi, Rajesh Kumar. *Self in crisis in the modern novel.* BHU. Dr. G.B. Thampi, Prof., Department of English, Banaras Hindu University, Varanasi.

3. Isaac, Lily S. *Edmund Wilson's literary criticism.* BHU. Dr. G.B. Thampi, Prof. Department of English, Banaras Hindu University, Varanasi.

4. Maitra, Nivedita. *A stylistic analysis of G.M. Hopkins's poetic language.* HS Gour. Prof. R.S. Pathak, Head,

Department of English, Dr. Hari Singh Gour Vishwavidyalaya, Sagar.

5. Matrey, Priya Darshani. *Tennyson's dramatic art.* Meerut. Dr. T.R. Sharma, Head, Department of English, Meerut University, Meerut.

6. Prakash, Archana. *The image of man in the novels of R.K. Narayan.* Meerut. Dr. (Smt.) Abha Agarwal, Head, Department of English, VMLG College, Ghaziabad.

7. Singh, Anita. *Arthur Miller : A study of the Doomed Hero in his plays.* BHU. Dr. J.B. Mishra, Reader, Department of English, Banaras Hindu University, Varanasi.

8. Vasudevan Pillai, N. *J.M. Synge's plays as pieces of literature and stage-craft.* Kerala. Dr. K.P.K. Menon, Prof. (Retd.), Department of English, University of Kerala, Trivandrum.

Sanskrit

1. Bhandari, Sharda. *Vijayvarnikrit Shringararnavechandrika ka sameekshatmak adhyayan.* Banasthali. Dr. C.K. Goswami, Head, Department of Sanskrit, Banasthali Vidyapith, Rajasthan.

2. Chakraborti, Bimal Kr. *Raudri-tika-o-bhumikasaha Krishna Misrer Prabodh-Chandrodaya.* Burdwan. Prof. Siddheswar Chatterji, Prof. (Retd.), Department of Sanskrit University of Burdwan, Burdwan.

3. Chakraborti, Pranandasankar. *Praehin Hindu antyesti paddhati.* Burdwan. Prof. Siddheswar Chatterji, Prof. (Retd.) Department of Sanskrit, Universisy of Burdwan, Burdwan.

4. Chaturvedi, Dharmadatt. *Dhatvarth : Meemansa.* BHU. Dr. S.N. Mishra, Reader, Department of Sanskrit, Banaras Hindu University, Varanasi.

5. Chaturvedi, Priti. *Ganapati-sambhavam mahakavya : Ek sameekshatmak adhyayan.* BHU. Dr. J.S.L. Tripathi.

6. Dubey, Yogendra Prasad. *Rigveda ke Khasth-Mandal ka bhasha-vaigyanik adhyayan.* BHU. Dr. S.S. Mishra, Prof., Department of Lingaistics, Banaras Hindu University, Varanasi.

7. Dwivedi, Kaushal Kishore. *Rigveda ke ashtam-mandal ka bhashu vaigyanik adhyayan.* BHU. Dr. S.S. Mishra, Prof and Head, Department of Sanskrit, Banaras Hindu University, Varanasi.

8. Gangadharan Nayar, G. *The Unadisutras : A study on thg basis of the vrttis of Ujjvaladatta, Svetavanavasin and Narayana Bhatta.* Kerala. Dr. R. Karunakaran, Visiting Prof., Department of Vedanta Philosophy, Chiangmai University, Chiangmai, P.O. Thailand.

9. Giriraj Kishori. *Atharvaved mein dravyaguna.* BHU. Dr. V.K. Verma, Prof., Department of Sanskrit, Banaras Hindu University, Varanasi.

10. Gokhale, Anjalee Ashok. *Sanskrit natya krititevl rachna kaushalya.* Nagpur. Dr. B.R. Ashtikar, Department of Sanskrit, Institute of Arts and Social Sciences, Nagpur.

11. Guru Sharan Das. *Sanskrit sahitya gurutvam.* BHU. Dr. Chandra Mauli Dwivedi.

12. Lakshmi Prasannanjaneya Sarma, Srishti. *Guruprasada Parisecianam.* Andhra.

13. Pandey, Divya. *Kathasaritsagar ka sameekshatmak adhyayan.* BHU. Dr. B. Bhattacharya, Prof and Head, Department of Sanskrit, Banaras Hindu University, Varanasi.

14. Pandey, Mahendra. *Shatpatha Brahmana Nituktinam sameekshatmakamadhyayanam.* BHU. Dr. Ramadheen Chaturvedi, Department of Vyakaran, Banaras Hindu University, Varanasi.

15. Sadhana. *Asawaghosh ke mahakavyon mein prayukta kriyapadon ka bhasha vaigyanik adhyayan.* Meerut. Dr. K.R. Pal, Reader and Head, Department of Sanskrit, L.R. College, Sahibabad.

16. Sharma, Pushpa. *Dhananjaya aur Dhanik kee Sanskrit natyashastra ko den.* Delhi.

17. Shri, Hempragya. *Jain darshnik granthon mein Kashaya siddhant ka sameekshatmak adhyayan.* Devi Ahilya.

18. Singh, Ravindra Nath. *Prithviraj-Vijay Mahakavya ka sameekshatmak adhyayan.* BHU. Dr. B. Bhattacharya, Prof. and Head, Department of Sanskrit, Banaras Hindu University, Varanasi.

19. Tiwari, Chandra Bali. *Tark Bhasha ka alochanatmak adhyayan.* BHU. Dr. S.N. Mishra, Reader, Department of Sanskrit, Banaras Hindu University, Varanasi.

20. Tiwari, Manni. *Vedantatatvalok : Ek sameekshatmak adhyayan.* BHU. Dr. C.B. Sharma Bharadwaj.

Pali

1. Lalji. *Abhidharma ke vikas mein Acharya Basubandhu evam Acharya Buddhaghosh ka yogdan.* BHU. Dr. N.H. Samtani, Reader, Department of Pali, Banaras Hindu University, Varanasi.

2. Mishra, Mani. *Baudh Darshan mein Pragya.* BHU. Dr. N.H. Samtani, Reader, Department of Pali, Banaras Hindu University, Varanasi.

Punjabi

1. Amrik Singh. *Balwant Gargi de natak : Ik alochanatmak adhyayan.* Kurukshetra.

2. Paramjit Kaur. *Jaswant Singh Kanwal da navali jegat.* Kurukshetra.

Hindi

1. Agarwal, Raj Bala. *Dr. Ram Kumar Verma ke natya sahitya mein nayika kee parikalpana.* Meerut. Dr. (Smt) Shail Rastogi, Department of Hindi, R.G. College, Meerut.

2. Chaddha, Asha. *Rachna shilp kee drishti se Vrindavanlal Verma evam Chatursen Shastri kee upanyasik krityon ka tulnatmak anusheelan.* Meerut. Dr. V.N. Shukla, Principal, BSM College, Roorkee.

3. Dubey, Meera. *Dr. Bhagwat Sharan Upadhyaya : Vyaktitva evam krittiva.* Osmania.

4. Gaur, Puran Mal. *A cultural study of folktales of Haryana.* Kurukshetra.

5. Goswami, Sharda. *Shri Amarchand Nahta : Vyaktitva evam krititva.* Rajasthan. Dr. R.P. Kulshreshtha, Asst. Prof., Department of Hindi, University of Rajasthan, Jaipur.

6. Gulshan Kumar. *Rangamanch aur samkaleen Hindi natak, san 1960 ke baad.* Delhi.

7. Gupta, Nirmala. *Prasad aur Dinkar kee srijan prerana aur saundaryanubhooti ka tulnatmak adhyayan.* Rajasthan. Dr. B.N. Purohit, Department of Hindi, Dungar College, Bikaner, Rajasthan.

8. Jain, Lalita Rani. *Mannu Bhandari : Vyaktitva evam krititva.* Bhavnagar. Dr. (Mrs.) K.S. Majithia.

9. Jain, Sunita. *Mohan Rakesh ka sahitya : Parivarik sambandhon ke vighatan kee sthitiyan.* Vikram. Dr. J. K. Jalaj, Department of Hindi, Govt. College, Ratlam.

10. Jain, Vinay, *Premchand ke upanyason mein parampara aur adhunikta.* Delhi.

11. Misra, Sheela, *Adhunik prabandh kavyon mein pauranik sandarbh.* Osmania.

12. Murthy, Shakuntala. *Dwivedi yugeen kavya ka samaj shastriya adhyayan.* Osmania.

13. Neelam Kumari. *Jayasi ke kavya mein samajik chetna. Delhi.*

14. Nirmal. *Kavi Harieharan Das aur unka kavya.* Meerut. Dr. Nathan Singh, Head (Retd), Department of Hindi, J.V. College, Baraut.

15. Pandya, G.G. *Fanishwarnath Renu Jee ke upanyason ka shailivaigyanik adhyayan.* Bhavnagar. Dr. J.J. Trivedi.

16. Prabha Kumari. *Hindi gadya shaili ke vikas mein Raja Radhika Raman Prasad Singh ka yogdan.* Magadh.

17. Pushpamma, T.S. *Reetikaleen sahitya mein nari ka sthan.* Bangalore. Dr. T.G. Prabha Shankar, Department of Hindi, Bangalore University, Bangalore.

18. Rai, Gangadhar. *Bhaktikaleen reetikavya ka alochanatmak adhyayan.* BHU. Dr. N.N. Upadhyaya, Reader, Department of Hindi, Banaras Hindu University, Varanasi.

19. Rekha. *Serveshwar Dayal Saxena : Vyaktitva evam Krititva.* Meerut. Dr. P. K. Jain, Department of Hindi, S.K.K. Jain Degree College, Khatauli.

20. Saroj Devi. *Pragatisheel jeevan-mulya aur Bheeshma Sahni ka katha sahitya.* BHU. Dr. Sukhdev Singh.

21. Saxena, Suman. *Yashpal ke upanyason mein jeewan mulya.* Meerut. Dr. M.S. Verma, Head, Department of Hindi, Meerut College, Meerut.

22. Sihare, Rekha. *Swatantrayottar Hindi rangmanch : Vividh prayog, swaroop evam vishleshan.* Rajasthan. Dr. Surendra Upadhyaya, Assoc. Prof., Department of Hindi, University of Rajasthan, Jaipur.

23. Singh, Manju. *Nirgun sant-kavya kee samtavadi chetna.* Meerut. Dr. R.K. Kaushik, Head, Department of Hindi, L.R. College, Sahibabad and Dr. R.C. Puri, Department of Hindi, BSM, P.G. College, Roorkee.

24. Singh, Radhey Shyam. *Keshav kee Ramachandrika ka auchityamulak adhyayan.* BHU. Dr. Asha Pant.

25. Singh Sarojini. *Rameharitmanas ke charitrankan kee maulik udbhawana.* BHU. Dr. R.N. Shukla.

26. Singh, Umesh Prasad. *Badalata hua samajik parivesh aur swatantrayottar Hindi upanyas.* BHU. Dr. S.P. Singh, Prof. and Head, Department of Hindi, Banaras Hindu University, Varanasi.

27. Singhal, Ram Dhari. *Bhakti kaleen Hindi kavya mein manav mulya : Ek manovaigyanik sarvekshan.* Jammu. Dr. Sansar Chandra.

28. Solanki, B.R. *A comparative study of Tulsidas's Ramcharitmanas and Girdhar's 'Ramayan'.* Saurashtra. Dr. N.B. Pandya, Department of Hindi, Saurashtra University, Rajkot.

29. Srivastava, Meenakshi. *Kathanak vakrata aur Premchand ke upanyas.* Rajasthan. Dr. (Mrs) Mohini Sharma, 7-C, Maharani's College Staff Quarters, Jaipur.

30. Tewari, Saroj. *Samakaleen Hindi lekhikaon ka katha sansar.* BHU. Dr. Chandrakala Tripathi.

31. Tripathi, Trilokish Narayan. *Agra 'Hashra Kashmiree ke Hindi natak : Swaroop aur sanrachana.* BHU. Dr. Jamia Ali Jafari.

Urdu

1. Nadvi, Imtiaz Ahmad. *Nikatush Shoara-Tadveen, Tarjuma aur Tahshia.* BHU. Dr. Zafar Ahmad.

Bengali

1. Chakraborti. Rekha. *Sarat Sahitye purush charitra* Calcutta.

2. Mallik, Sangita. *Social and political consciousness as evidenced in short stories of 20th century.* BHU. Dr. S.N. Das, Reader and Head, Department of Bengali, Banaras Hindu University, Varanasi.

3. Roynath, Tapati. *Emergence and decline of allegorical poems in the 19th century Bengali literature.* NBU.

Oriya

1. Mishra, Sarat Kumari. *Prose writing of Kuntala Kumari Sahat.* Utkal.

Marathi

1. Mahajan, Vidya Madhav. *A study of social trends in the novels of women writers from beginning to 1950.* Osmania.

Persian

1. Srivastava, Vinod Kumar. *A study of religion and society under the Great Mughals, 1526-1707 A.D.* Calcutta.

2. Syeda Bashir Unnisa Begum. *A critical edition of Ahkam-e-Alamgiri.* Osmania.

Tamil

1. Perumal Pillai, A. K. *Boat songs with special reference to Nanjilnad Region of Kanyakumari District.* Madurai

Malayalam

1. Rama Wariyar, K. *Malayalam script : The structure and development* Kerala. Dr. G K Panikkar, Prof., Department of Linguistics, University of Kerala, Kariavattom.

2. Suresh Chandran, K.S. *Non-romantic trends in modern Malayalam poetry : A study based on N.V. Krishna Warier,* Kerala. Dr P.V. Velayudhan, Prof., Department of Malayalam, University of Kerala, Kariavattom.

Telugu

1. Janardhana Rao, S. *The place of Rayaprolu Subbarao in the evolution of modern Telugu poetry.* BHU. Dr. (Mrs) B. Ratnavali, Reader, Department of Telugu, Banaras Hindu University, Varanasi.

2. Boggavarapu Satya, Jnaneswari. *Telugu folk literature of the Godavari Districts.* Delhi.

Geography

1. Agnihotri, Mahesh Chandra. *Sarvangeen kshetriya vikas hetu niyojan : Banda Janpad kee Karvi Tehsil ka adhyayan.* Bundelkhand. Dr. R L. Tripathi, Head, Department of Geography, Attara College, Attara.

2. Das, Tapasya. *Industrial potential of Nadia District, West Bengal.* Burdwan. Prof. Manoranjan Choudhuri, Prof. (Retd), Department of Geography, University of Burdwan, Burdwan.

3. Ghoshal, Mukulbhushan. *A study on the land utilisation in West Bengal.* Calcutta.

4. Kadarmandalgi, Shridhar Gadigeppa. *Agricultural geography of rice in Karnataka.* Karnatak. Dr. M.F. Karennavar, Administrator, Lingaraj College Compound, Belgaum.

5. Kamla Prasad. *Geomorphic evolution of the Rohtas Plateau, Bihar.* Burdwan. Dr. Nageswar Prasad, Reader, Department of Geography, University of Burdwan, Burdwan.

6. Lal, Saloni Shivashran. *Patterns of spatial hierarchial orders of growth foci in Hyderabad-Karnataka.* Karnatak. Dr. N.C. Vijayaraj, Chairman, Department of Geography, Karnatak University, Dharwad.

7. Mishra, Umesh Chandra. *Agriculture in Deoria District, U.P. : A geographical analysis.* BHU. Dr. B. Dube.

8. Sharma, Pooran Mal. *Rajasthan mein krishi ka adhunikaran : Ek bhougolik sandarbh.* Rajasthan Dr. (Mrs) Laxmi Shukla, Assoc. Prof. and Head, Department of Geography, University of Rajasthan, Jaipur.

9. Singh, Om Prakash. *Transformation of rural habitat in Machhalishahr Development Block, District Jaunpur, U.P.* BHU. Dr. R.Y. Singh, Reader, Department of Geography, Banarai Hindu University, Varanasi.

10. Singh, Prem Prakash. *Transformation of settlement along Lucknow-Kanpur Highway : Impact of industries, transport and communication.* BHU. Shri N. Prasad.

History

1. Ambujakshi, S. *Labour movement and labour legislation in princely Mysore, 1920-47.* Bangalore. Dr. K. Veerathappa, Prof. and Head, Department of History, Bangalore University, Bangalore.

2. Bhoj Raj. *Social mobility in Ancient India.* Panjab.

3. Jain, Narinder Kumar. *Pashchimi Uttar Pradesh kee murtiyon kee pravattiyon ka kshetriya adhyayan, Pehali shati E. se dasveen shati E. tak.* Meerut. Dr. B.C. Saxena, Head, Department of History, Meerut College, Meerut.

4. Joshi, Prakash Chandra. *Quit India Movement of A.D. 1942 in Meerut Mandal : Meerut, Muzaffarnagar, Bulandshahar, Saharanpur, Ghaziabad and Dehradun.* Meerut. Dr. Sushila Tyagi, Department of History, NREC College Khurja.

5. Krishna Ayyar, S. *Travancore-Dutch relations, 1729-1741.* Kerala. Dr. T. K. Ravindran, Vice-Chancellor, University of Calicut, Calicut.

6. Mahapatra, Jadumani. *The Bhanjas of Khinjali-Mandala.* Sambalpur. Dr. P. K. Mishra, Prof., Department of History, Sambalpur University, Jyoti Vihar, Burla.

7. Mohd. Arif. *Tugalak kaleen arthik jeevan.* BHU. Dr. K.L. Srivastava, Reader, Department of History, Banaras Hindu University, Varanasi.

8. Nath, Sachin. *Narad-Smriti : Ek adhyayan.* BHU. Dr. (Mrs.) M. Jauhari, Reader, Department of Ancient Indian History, Culture and Archaeology, Banaras Hindu University, Varanasi.

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11. Poddar, Satyadeo. *Trade and commerce in Bengal in the later half of the nineteenth century.* BHU. Dr. (Mrs) S. Gupta.

12. Rakshit, Vijay Kumar. *Bharat Chhodo Andolan mein Madhyaprant ka yogdan.* Ravishankar. Dr. M. A. Khan, Reader, Department of History, Ravishankar University, Raipur.

13. Sanyu, Visier. *The history of village formation among the Angami Nagas : A case study of Kohima and Khonoma villages.* NEHU. Prof. J.B. Bhattacharjee, Department of History, North Eastern Hill University, Shillong.

14. Singh, Ashok Kumar. *Purvi Uttar Pradesh mein Bharat Chhodo Andolan.* BHU. Dr. (Miss) K.S. Santha.

15. Sinha, Akhila. *Pasupata religion : A historical survey.* BHU. Dr. M. Prasad, Reader, Department of Ancient Indian History, Culture and Archaeology, Banaras Hindu University, Varanasi.

16. Tyagi, Naresh Kumar. *Some aspects of the administration of U.P. Government from 1929 to 1934.* Meerut. Dr. Sushila Tyagi, Department of History, NREC College, Khurja.

Ministry of Human Resource Development
Department of Education

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SUBJECT FIELDS : Engineering and Technology : Agriculture, Horticulture and Forestry, Veterinary Science and Animal Husbandry, Sociology and Economics.

Minimum Qualifications : Uniformly good academic record with 60% or more marks at Master's Degree in the subject concerned or in related field. Candidates from the fields of Sociology and Economics should possess adequate knowledge of the German language.

Professional Experience : Candidates should have at least two consecutive years practical training/research/teaching experience as on 1.10.1988 after acquiring the required academic qualification [M.Phil/Ph.D will be counted towards experience] (This does not apply to candidates from the field of German languages and literature).

These fellowships are open to those who are from the staff of Universities/Institutions deemed to be Universities, Institutes of National Importance, Indian Institutes of Technology, Indian Institutes of Management etc. as also from Agricultural, Veterinary and Forestry institutions.

There is a possibility of Sandwich Model. The "Sandwich Model" is a multi-phased fellowship scheme within which an applicant can carry out his research alternately in India and in the Federal Republic of Germany under the supervision of an Indian as well as a German guide according to a schedule previously drafted out in consultation with them.

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(i) The research stay in the Federal Republic of Germany is not limited to a single visit; the fellowship-holder could either complete his research at a German university/institute in one stage or carry out part of the work there, return to his home institute to continue the work and later visit Germany again, if required. (ii) Visit of India supervisor to the German university/institute for consultation while the Ph.D candidate is working there, if required. (iii) Visit to the German guide to India for consultation, if required.

One of the basic conditions for these ten fellowships is that the candidates are able to give documentary proof (recent dated letters from German professors) of contacts established with German institutes/universities for carrying out research work in Germany.

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Duration : One academic year with effect from October, 1989 with possibility of extension. The period of Fellowship will be preceded by a compulsory four months German language course to be conducted at one of the branches of the Goethe Institute in the Federal Republic of Germany.

Value of Fellowship : (a) Maintenance allowance at the rate of DM 1,490 per month. (b) Free passage from New Delhi to the place of study in the Federal Republic of Germany and back. (c) Exemption from payment of university fees. (d) Special clothing allowance of DM 400. (e) Baggage allowance of DM 150 each way. (f) Additional allowance of DM 200 per year. (g) Book allowance of DM 200 per year. (h) Allowance for charges for compulsory health insurance DM 600 per year. (i) Free tuition, boarding, lodging plus pocket allowance during the period of the German language course (preceding studies research).

NOTE : (1) The following documents must be attached with the application (a) Attested copy of the certificate certifying the date of birth (b) Candidates belonging to SC/ST must attach a copy of certificate to this effect (c) Attested copies of marks sheet of the qualifying examination (d) Attested copies of all degrees diplomas certificates etc. (e) A clear and precise programme of study/research in Federal Republic of Germany (f) A recent passport size photograph of candidate to be affixed on the prescribed application form (g) A crossed Indian Postal Order of Rs. 5/- (and Rs. 1.25 in the case of SC/ST and other backward classes) issued after the date of publication of this advertisement and payable to the Secretary, Ministry of Human Resource Development, Department of Education, New Delhi (2) Application in the subject fields other than those specified above will not be considered (3) Candidates who have already been abroad for study/specialisation/training either on a scholarship or on their own are eligible to apply only if they have been in India for at least three consecutive years after their return from abroad (4) Application of candidates who are at present abroad, will not be considered (5) (a) Candidates having contacts with German Professors/placement at the German institutes will be given preference. Photocopies of letters from German Scientists/Professors confirming that the proposed research project could be carried out at their institute under their guidance are to be

furnished in this regard. (b) Candidates from the fields of Sociology and Economics should possess adequate knowledge of the German language (6) Candidates should have sufficiently good knowledge of India and the donor country (7) Applications which do not contain Postal Orders and other required documents will be treated incomplete and will not be considered (8) No correspondence will be entertained with candidates not selected for interview/fellowship (9) Canvassing in any form will be a disqualification (10) Candidates must send their applications fully sponsored by their employers Advance application duly completed in all respects may also be considered provided the applications through employer is received within a fortnight from the last date prescribed for the receipt of completed applications pending sponsorship by employers. Indian Postal Order is to be sent with the advance copy and (11) Applications received after the prescribed date will not be entertained.

Candidates should apply for the above fellowships on plain paper (preferably typed) furnishing the following details/particulars to the **Deputy Educational Adviser, Ministry of Human Resource Development, Department of Education, External Scholarship Division, Section ES-1, Room No. 516 'B' Wing, Shastri Bhavan, New Delhi-110001 latest by 15th September 1988.** Application received thereafter will not be entertained for consideration.

APPLICATION FORM

Photograph

1. Scheme under which applied :
   DAAD 1989-90
   (Name of the Country)
   Subject:.....Sub-subject:.....

2. Name in full as in passport Dr./Shri/Shrimati/Kumari (in Capital letters)

   .....
   (Surname) First name and Second names

3. Name of father: .....

4. Name of the sponsoring authority and or name of the authority which will employ you on return from abroad.

5. (a) Date of Birth : (b) Place of Birth :

6. (a) Are you a citizen of India (b) State to which you belong : (c) Are you a member of Scheduled Caste, Scheduled Tribe or other Backward Class ? If so, give particulars and attach certificate from the District Magistrate of your place of residence in support of your claim.

   For official use only

A	Q	E

7. Address of the applicant with Pin Code numbers :
   (i) Present/Mailing : (ii) Permanent :

8. Particulars concerning Examinations Passed commencing with Matriculation or equivalent examination (attach attested photocopy of each certificate/diploma/degree for record). Please attach conversion formula where only grades are given.

University/ Board/ Institution	Examination passed with year	Class/ Divn.	Percentage of Marks & Position, if any.	Subjects taken

9. (a) Details of papers published, if any :

   (b) Research Work done/practical training received

Name of firm	Date of joining	Date of leaving	Monthly Honorarium/stipend/ Fellowship or Apprenticeship allowance, if any.	Nature of training

10. (a) Particulars of employment :

Office/Institution where employed	Date of joining	Date of leaving	Post held	Monthly Salary	Nature of duties

(b) Indicate what you have been doing since last examination mentioned in item 8.

(c) Have you any contract obligation with your employers? If so, furnish details.

11. (a) Knowledge of foreign languages, if any (Attach proof if possible)

Skill		Very Good	Good	Fair	Nil
Comprehension	Spoken				
	Written				
Expression	Speaking				
	Writing				

12. (a) Nature of proposed programme of study/research :

(b) Name of the Institution (if known) where admission/training is desired (in order of preference).

(c) Are you willing to accept a place at some other institution if the appropriate scholarship agency recommends it?

(d) Have you already approached any University or University Professor in the country in which you intend to study? If so, give names and results attach copies of replies.

13. Give, separately in extra sheets, brief statement in about 100 words each about: (i) The work engaged in (ii) Nature, programme of study/research desired.

14. Future prospects after studies/research
    (a) Plan for the future (b) How are these related to the technical or economic development of the country?

15. (a) Have you applied for any other scholarship in the last two years? If so, state the name(s) of the scholarship(s) and the subject of study/research proposed therein. Are you willing to be considered under any similar scholarship scheme involving study in another country? If so, which ?

    (b) If you had applied under this scheme previously, please indicate the result.

16. Have you ever been abroad? If so, give the following particulars :

Country visited	Date of visit	Duration of visit	Purpose of visit	Scholarship received, if any

17. Father's name (in full)
(a) Nationality (b) Occupation (c) Address

*18. In case you are married, please state
(a) The name of your Husband with full address
(b) Nationality
(c) Occupation
(*) For married female candidates only.

19. Crossed Postal Order of Rs. 5/- (Rs. 1.25 in case of SC ST and other backward classes) issued after the date of publication of this advertisement and payable to the Secretary, Ministry of Human Resource Development (Department of Education) New Delhi must be attached with the application form. Kindly give details of Postal Orders attached.

Sr. No.	Postal Order No.	Date of issue of Postal Order	Name of the Post Office issuing the Postal Order	Value of the Postal Order Rs. Ps.

20. I hereby declare that the entries in this form and the additional particulars (if any) furnished in reply to the questions above are true to the best of my knowledge and belief.

Place : Date : (Signature of the Candidate)

21. (a) Certified that Shri/Smt./Km.....is employed by us/me and he has been sponsored by us/me for study abroad.

(b) He/She will be relieved by me/us, if selected.

(c) I/We undertake that he/she will be permitted to join his/her department/organisation on return from study abroad. I/We will ensure that his/her terms and conditions of service i.e. salary, seniority, promotion, leave etc. will not be adversely affected on account of his/her absence and further that every thing possible will be done to provide the scholar with work and conditions of service suitable to and commensurate with his her qualifications/training obtained abroad.

(Signature of Employer/Sponsoring Authority)

Place : Seal of Office

Date :

* Strike out if not applicable.

davp 88/261

Guru Nanak Dev University

AMRITSAR

ADVERTISEMENT NO. 4/88

CORRIGENDUM

I. Qualifications/experience for the posts of Director, Reader and Lecturer for Academic Staff College may be read as under :

Director : (Sr. No. 5) **(Grade Rs. 4500-7500)**

Essential : First or high second class Master's degree; 10 years teaching experience in College/University; Experience of conducting workshops/orientation courses.

Desirable : Ph.D. or published research work of high standard.

Reader (Sr. No. 15) **(Grade Rs. 3700-5700)**

Essential : First or high second class Master's degree; 10 years teaching experience in College/University.

Desirable : Experience of conducting workshops, orientation courses/or of working as resource-person for Seminars, Workshops/orientation courses.

Lecturer : (Sr. No. 37) **(Grade Rs. 2200-4000)**

Essential : First or High second class Master's degree.

Note : For all the three posts :

(i) the appointment in the first instance will be upto 30.9.1992 (but likely to continue).

(ii) the age of retirement will be sixty years.

II. Specialisations for the posts of Professor (Sr No 2) and Reader (Sr. No. 6) in Business and Commerce may be read as under :

"In any area of Business Management, Commerce or Allied subjects viz., Economics/Statistics with requisite teaching experience as per U.G.C. norms provided it includes respectively atleast 5 and 3 years of teaching experience to post-graduate classes in Management/Commerce.

III. The total number of posts of Lecturers (Sr. No. 22) in Business & Commerce is four including two for Job Oriented Courses and two against leave vacancies (one likely to continue).

IV. Both the posts of Lecturers (Sr. No. 19) in Psychology are permanent.

LAST DATE FOR RECEIPT OF APPLICATIONS FOR THESE POSTS IS EXTENDED UPTO 31.8.1988.

REGISTRAR

CLASSIFIED ADVERTISEMENTS

ALL INDIA INSTITUTE OF SPEECH AND HEARING

MANASAGANGOTHRI

MYSORE-570 006

Advt. No. 6/88

Applications are invited for the undermentioned posts in the above Institute :

(1) **Professor of Speech Pathology**—One post.

Rs. 1500-60-1800-100-2000/- (being revised). Reserved for Scheduled Castes / Scheduled Tribes. General Candidates will however be considered if there are no suitable SC/ST candidate.

(2) **Reader in Audiology**—One post. Rs. 1100-50-1600/- (being revised).

(3) **Lecturer in Speech Pathology**—One post.
Rs. 2200-75-2800-EB-100-4000/-.
Reserved for Scheduled Castes.

(4) **Lecturer in Audiology**—One post
Rs. 2200-75-2800-EB-100-4000/-.

Age : Professor - below 50 years, Reader-below 40 years and Lecturer-below 35 years.

Full details regarding qualification, experience etc., along with application form may be obtained from the Institute on payment of Rs. 2/- each (Re. 1/- for SC/ST) either in cash or through Indian Postal Order by sending self-addressed and stamped (Rs. 1.40) envelope (9" x 4"). The last date for receipt of application is **12-9-1988**.

DIRECTOR

THE UNIVERSITY OF JODHPUR

(ESTABLISHMENT SECTION)

Advt. No. 77/88-89.

Date : August 4, 1988

Applications are invited on the prescribed form obtainable from the Office of Registrar, on payment of Rs. 10/- either in Cash or through IPO for the following posts so as to reach the office of the undersigned latest by **5-9-1988**, alongwith a self-addressed envelope of 24 × 11 cms. size bearing postal stamps worth Rs. 5.90.

1. **Deputy Registrar** : One Post.

Pay Scale : 2540-60-2600-75-3050-100-3650-125-3900.

Qualification

(A) (i) *First* or High Second Class Master's Degree from a recognised University.

(ii) *At least* seven years administrative experience in a position equivalent to Assistant Registrar involving supervision, control and planning.

OR

(iii) Five years teaching experience in a University or a post-graduate college.

OR

Ten years experience as Assistant Registrar in a University.

2. **Assistant Registrar** : 3 Posts (one post reserved for SC Candidate)

Pay Scale : 1720-40-2000-50-2300-60-2600-75-3050-100-3350.

Qualification

(A) (i) Bachelor's degree from a recognised University.

(ii) Experience of Seven years in a supervisory capacity in a University, Board of Secondary Education, Education Institute of repute or College of post-graduate standard.

OR

(B) At least 10 years experience in a supervisory capacity as Section Officer or its equivalent rank in a University.

Note

1. Dearness, House Rent, City Compensatory Allowances and Provident Fund will be payable as per University rules.
2. The University reserves the right to increase or decrease the number of posts. The University also reserves the right not to fill any or all posts if deemed necessary.
3. The University may call for interview only limited number of candidates. No TA and DA will be paid to candidates called for interview.
4. Applications should be accompanied by Indian Postal Order of Rs. 10/- (Rs. 2.50 for SC/ST candidates) payable in favour of Registrar, University of Jodhpur, Jodhpur.
5. Applications received after the due date shall not be entertained.

H.K.L. Khattar
REGISTRAR

REGIONAL ENGINEERING COLLEGE

SILCHAR (ASSAM) 788 010

Advertisement No. 2/88

Dated : 10th August, 1988

Applications are invited for the following posts :

1. Professor in Civil Engineering—One post.
2. Assistant Registrar (Academic)—One post.

Scale of Pay

1. Professor in Civil Engg.—Rs. 1500-60-1800-100-2000-125/2-2500/- P.M. (Unrevised).
2. Assistant Registrar (Academic)—Rs. 650-30-740-35-810-EB-35-880-40-1000-EB-40-1200/- P.M. (Unrevised).

Requisite qualification and experience for the post of Professor in Civil Engg. : An eminent scholar with published work of high quality in the appropriate field, actively engaged in research. Ten years experience of Teaching and/or research. Experience of guiding research at doctoral level.

Or

An outstanding Engineer/Technologist with established reputation who has made significant contribution to knowledge.

Specialisation : In any one or more of the following fields : Environmental

Science Engg./Structural Engg./Transportation Engg./Water Resources Engg./ Surveying/Soil Mechanics.

Requisite qualification and experience for the post of Assistant Registrar (Academic) : Essential—(i) A Bacholor Degree in Arts, Science or Commerce from a recognised University. (ii) Atleast 6 (Six) years experience in any academic Institution out of which atleast 4 (Four) years in a Supervisory position in administration of Students affairs, conduct of examinations and related matters and in organising student activities in an academic institution of repute.

Desirable : Should be proficient in independent correspondence in English and conversant with university statute and regulations.

Experience may be relaxed for candidate having higher academic qualification.

The candidates who applied for the post of Assistant Registrar (Academic) earlier against our Advertisement No. 1/1987 need not apply afresh.

Application in plain paper (Typed) giving full Bio-data, Date of Birth, Address for correspondence, permanent address, particulars of publications (in case of Professor in Civil Engg.) and details of present emoluments showing the pay-scale, present Basic-pay, D A. and other allowances together with a recent pass-port size photograph and Indian Postal Order of Rs. 10/- (Rupees Ten) and Rs. 5/- (Rupees Five) only for the candidates belonging to S.C./S.T. should reach the Principal and Secretary, Regional Engineering College, Silchar-788 010, Dist. Cachar, Assam by **15th September, 1988.**

Total emoluments of a Teacher at the minimum of the Scale including H.R.A. will be as follows : Professor—Rs. 3840/-.

The authority reserves the right to increase or decrease the number of post to fill-up or not to fill-up the post or to call only selected candidates for interview.

The persons who are in service should apply through proper channel.

For the post of Professor 1st Class Railway fare and for the post of Assistant Registrar (Academic) 2nd Class Railway fare by the shortest route will be admissible to the candidates for up and down journey for appearing in the interview. D.A. not admissible.

Selection Committee may recommend higher initial pay in deserving cases.

PRINCIPAL & SECRETARY

MADURAI KAMARAJ UNIVERSITY

MADURAI-625 021

Notification No. R/23/88.

Date : 2-8-88

Applications in the prescribed form are invited for the following posts in the University.

Biology

One Reader in Biology Tissue Culture.

One Reader in Fish Endocrinology.

One Reader in Genetic Engineering (Temporary upto 1990 under GERU).

One Lecturer in Genetic Engineering.

Bioinformatics

One Information Scientist (in the scale of Professor).

Biotechnology

One Professor/Reader in Chemical Engineering.

One Professor Reader in Eukaryotic Gene Cloning.

Tamil

One Professor

One Reader in Gurunanak Devji Chair

Education

One Reader

Statistics

One Reader

Energy

One Reader

Academic Staff College

One Lecturer

P.G. Extension Centre at Palayamkottai

One Lecturer in Chemistry

Youth Welfare Department

One Programme Officer (in the Scale of Lecturer)

Scales of Pay

Professor : Rs. 1500-60-1800-100-2000-125/2-2500

Reader : Rs. 1200-50-1300-60-1900

Lecturer : Rs. 700-40-1100-50-1600

(The implementation of the U.G.C. scales of pay is under consideration).

Appointment of persons on deputation will also be considered, if the candidates are found suitable and the employer is agreeable to spare the services.

The prescribed form of application and full details regarding essential general and special qualifications and experience required can be got from the undersigned on requisition accompanied by

(a) a self addressed envelope with postage stamps to the value of Rs. 4.00 affixed thereon; and

(b) a State Bank of India challan for Rs. 20/- (Account No. 1 of the Madurai Kamaraj University) or Demand Draft for Rs. 20/- payable at Madurai drawn in favour of the Registrar, Madurai Kamaraj University, Madurai-625 021.

(c) Money orders and postal orders will not be accepted.

The notification number should be quoted in the requisition i.e. R/23/88.

The last date for receipt of filled in applications is **9-9-1988.** Applications received after the date will not be considered.

Dr. T. Sivasankaran
REGISTRAR

REGIONAL ENGINEERING COLLEGE

SILCHAR (ASSAM) 788 010.

ADDENDUM

Reference Advertisement No. 1 88 of this Institution. The fifth specialisation for the post of Assistant Professor in Electrical Engineering is added as "INSTRUMENTATION". Selection Committee may recommend Higher Initial Pay in deserving cases.

The last date of receipt of the applications for the above post is extended upto **15th September, 1988.**

PRINCIPAL & SECRETARY

JAMIA MILLIA ISLAMIA

JAMIA NAGAR, NEW DELHI-110025

CORRIGENDUM

It is to inform to all concerned that .....the pay scale for the post of Controller of Examinations at S. No 2 of Advertisement No. 3/1988-89 has been published as Rs. 4500-7300 whereas the correct pay scale is Rs. 1500-2500 unrevised. This will now read as undar :

"One Controller of Examinations (Rs. 1500-2500 unrevised) Permanent".

Khwaja M. Shahid
REGISTRAR

CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES

HYDERABAD-500 007.

No. CIEFL/Admn./F.25/88 **Dated : 1.8.1988**

Advertisement No. XIII/88

Applications on the prescribed form together with the application fee are invited for the following posts in the Institute service (including the Nodal Agency set up by the UGC at the Institute) so as to reach the undersigned on or before **16.9.1988.**

Sl. No.	Name of the post with scale of pay	Unit/Section Department	No. of posts
1.	*Project Director (Rs. 4500-7300)	National Resource cum Documentation Centre (NRDC)	one
2.	Professor Senior Fellow (Rs. 4500-7300)	Distance Education —German—	one
3.	Professor Senior Fellow (Rs. 4500-7300)	Distance Education — Russian —	one
4.	Reader Fellow (Rs. 3700-5700)	Distance Education —German—	one
5.	Reader Fellow (Rs. 3700-5700)	Distance Education —Russian—	one
6.	Lecturer Associate Fellow (Consolidated Rs. 3,000 - per month)	Distance Education —German—	one
7.	Lecturer Associate Fellow (Consolidated Rs. 3,000 - per month)	Distance Education —Russian—	one
8.	Project Associate Research Associate (Consolidated Rs. 3,000 - per month)	Multilingual Dictionaries in German	one
9.	Project Associate Research Associate (Consolidated Rs. 3,000 - per month)	Multilingual Dictionaries in Russian	one
10.	**Project Associates Research Associates (Consolidated Rs. 3,000 - per month)	National Resource cum Documentation Centre (NRDC)	two
11.	Translator (Consolidated Rs. 3,000 - per month)	German	one
12.	Translator (Consolidated Rs. 3,000 - per month)	Russian	one
13.	Lecturer/Associate Fellow (Rs. 2200-4000)	Dept. of Arabic	one
14.	Asst. Engineer (Rs. 700-1600) (pre-revised)	Administration	one (PLAN)

— The posts at Sl. No. 1 to 12 are under the UGC Nodal Agency Project in Foreign Languages. It is a 2 year time bound pilot project in Foreign Languages. NRDC is initially for a period of one year. The positions are purely tem porary, ex-cadre.

*** Essential**

M.A. in Arabic / French / German / Russian / Spanish / English / Mass Communication / Education / Psychology / Master's Degree in Library Science.

** (a) M.A. in Arabic / French / German / Russian / Spanish / English / Linguistics / Mass Communication / Education / Psychology / Master's Degree in Library Science.

(b) a good academic record.

Prescribed application forms and further details regarding qualifications etc. can be had from the Registrar, Central Institute of English and Foreign Languages, Hyderabad-500 007 by sending a postal order in favour of Registrar, CIEFL payable at Hyderabad-7 for Rs. 2 - (ps. 0.50 for SC/ST candidates) with a self addressed envelope (10×20 cm) duly stamped (Rs. 2 - (rupees two only) indicating the post which the applicant disires to apply for.

K. Jayashankar
REGISTRAR

INDIAN INSTITUTE OF TECHNOLOGY, BOMBAY

P.O. IIT, POWAI, BOMBAY-76
Advertisement No. C-226/87-88.

Applications on plain paper are invited from the citizens of India for the following permanent posts at the **Computer Centre** of this Institute. Persons employed in Government/Semi-Govt. Organisations or Educational Institutions should apply through proper channel. The posts carry allowances such as D.A., H.R.A. as per rules of the Institute which at present correspond to those applicable to the Central Government Employees stationed at Bombay. **Depending on qualifications and experience, a higher salary may be offered.**

Computer Centre has a most modern and sophisticated fourth generation main frame Computer System (Cyber 180/840). In addition there are a number of mini and micro-computing facilities. All these are used to take care of the computing requirements of the Institute and some other selected organisations.

Candidates called for interview will be paid first class railway fare from the place of their residence to the Institute and back by the shortest route. Also a candidate not found suitable for the post he/she has applied, may be considered for a lower post.

(I) SYSTEMS MANAGER

The incumbent will either be appointed in the pay scale of Rs. 1500-60-1800-100-2000 or Rs. 1500-60-1800-100-2000-125/2-2500 depending on the qualifications and experience of the candidate.

(The scale of pay is likely to be revised shortly).

Total emoluments on the minimum of the scale excluding H.R.A.	Rs. 3841/- p.m.

The SYSTEMS MANAGER will be responsible for the overall management of the Computer Centre and will assist the Head, Computer Centre in planning and management of the various facilities at the Centre. Specifically, his responsibilities include :

(a) Supervision of all the operational and maintenance requirements of the Centre.
(b) Interaction with the Computer users.
(c) Regular performance monitoring and tuning of the system(s) available at the Centre.
(d) Software acquisition and installation.
(e) Software development and maintenance.
(f) Planning and conducting short-term courses primarily for the Computer users.
(g) Planning and preparing relevant documentations for the Computer users.
(h) Attending to any other duties responsibilities as may be assigned by the authorities of the Institute and the Head of the Computer Centre.

The SYSTEMS MANAGER will lead a team of Software Engineers and Operational staff. **He may be provided with accommodation on priority basis** on payment of licence fee as per the rules of the Institute.

Qualifications

(a) M.E./M. Tech./B.E./B. Tech. in Computer Science or in any field of Engineering with good academic,

(b) M.Sc. in Computer Science/Mathematics/Physics with good academic record.

Experience

The candidates should have at least 10 years of relevant experience, out of which not less than 3 years should be in systems programming and at least 2 years must be in a supervisory position. Some exposure to the internals of a contemporary operating system is essential. Experience with a large time-sharing computing facility is desirable.

Age Limit : Not exceeding 40 years.

(II) SOFTWARE ENGINEER

Scale of Pay : Rs. 1200-50-1300-60-1900 (likely to be revised shortly). The total emoluments on the minimum of the scale: Rs. 3451 - per month (excluding HRA).

The incumbent, in addition to assisting the Systems Manager will plan and carry out the following duties :

(a) Regular performance monitoring and tuning of the system(s) available at the Centre.
(b) Software installation, development and maintenance.
(c) Planning and conducting short-term courses primarily for the Computer users.
(d) Planning and preparing relevant documentations for the Computer users.

Qualifications

(a) M.E. M. Tech./B.E. B. Tech. in Computer Science or in any field of Engineering with good academic record.

OR

(b) M.Sc. in Computer Science Mathematics Physics with good academic record.

Experience

The candidates should have at least 5 years of relevant experience, out of which not less than 2 years should be in design of system and application of software for large systems. Some exposure to the internals of a contemporary operating system is essential.

Age Limit : Not exceeding 35 years.

(III) SENIOR PROGRAMMER

Scale of Pay : Rs. 700-40-1100-50-1600 (likely to be revised shortly). The total emoluments on the minimum of the scale : Rs. 2310/- per month (excluding HRA).

Qualifications & Experience

(a) Bachelor's degree in Engineering M.Sc. in Computer Science with good academic record and at least three years experience in software and applications package development in reputed concern;

OR

(b) M. Tech. with specialisation in Computer Science with relevant project experience and good academic record;

OR

(c) M.E. M. Tech. in any discipline of Engineering with good academic record and at least one year experience in software and applications package development in a reputed concern.

Age Limit : Not exceeding 30 years.

Depending upon the availability, the Institute may provide residential accommodation on payment of usual licence fee etc. to the selected candidates for the post of Software Engineer and Senior Programmer.

Candidates who possess the requisite qualifications and experience may apply stating full name and address, date of birth, details of academic qualifications and experience with copies of certificates, testimonials, list of publications, if any, and the names of three referees with their postal address to the Registrar, Indian Institute of Technology, Powai, Bombay-400 076 on or before **1st September, 1988** along with a crossed postal order for Rs. 7.50. Candidates belonging to SC ST communities need not send a postal order.

REGISTRAR

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